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LEARNING MATERIAL COLLECTION
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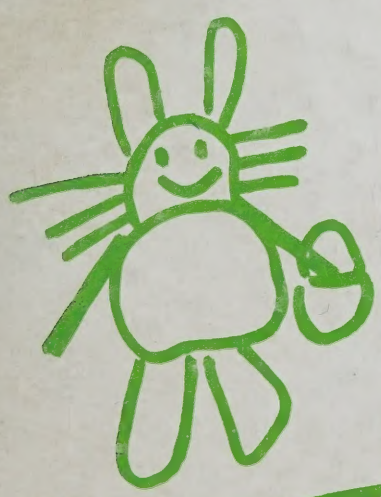

montana KINDERGARTEN handbook

DOLORES COLBURG · SUPERINTENDENT OF PUBLIC INSTRUCTION · STATE CAPITOL · HELENA, MT 59601

UNIVERSITY OF NEBRASKA AT KEARNEY
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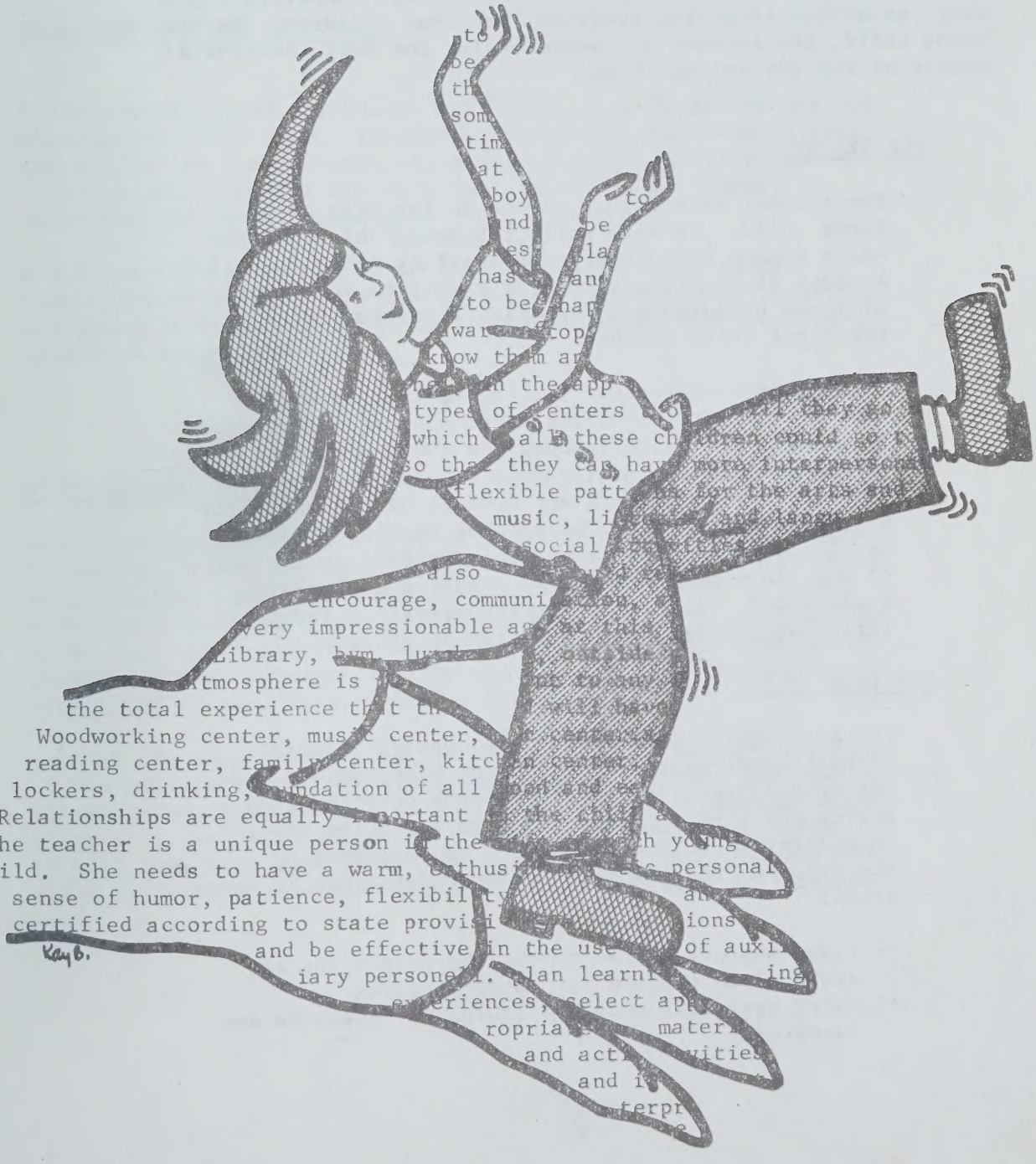
Education and Social Science Library
Library

The front cover design is reduced from a painting by Meg Jacoby who is a student in a Helena Kindergarten. Meg is five years old.

Learning Environment



LEARNING ENVIRONMENT

PERSONNEL

In the learning environment of the school the child encounters a variety of adults who vitally affect his school experiences. Each contributes something to the child's development and is in some measure responsible for his future success or failure. The total school staff, which includes teachers, principals, supervisors, aides and other support staff, through cooperative planning, establish effective programs for young children. To the young child, the teacher is, undoubtedly, the most influential member of the educational team.

THE TEACHER

The teacher is a unique person in the life of each young child. To work well with young children, she needs a warm enthusiastic personality and good health. A sense of humor, patience, flexibility and acceptance of young children are essential characteristics of a pre-first grade teacher.

In a professional capacity, the teacher should be certified according to state provisions. As a professional, the teacher should be aware of her responsibilities to the children in her care, to the parents, administrators and members of the community with whom she works. The teacher should have skill in classroom management and be effective in the use of auxiliary personnel. She should plan learning experiences, select appropriate materials and activities and interpret the program to others.

THE PRINCIPAL

The principal's leadership is essential in establishing kindergarten education of high quality. He not only appreciates the difference between kindergarten and first grade curriculum but helps others to understand this difference. In implementing the program, the principal offers assistance in these areas:

-- gives support to the teacher in developing an appropriate program for young children;
-- makes available suitable equipment, supplies and resources;

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-- makes provision for time to allow the teacher to make home visits and hold parent conferences;
-- ensures the integration of the kindergarten activities into the total school curriculum;
-- understands the philosophy of early childhood education which enables him to interpret the objectives of kindergarten education to parents, other teachers and the community.

CLASSROOM SUPPORT PERSONNEL

Classroom aides and volunteers are becoming an important part of the instructional team. Trained aides in the classroom release the teacher to provide more effective guidance and increase learning opportunities for each individual child. Parent involvement should be encouraged.

A job description should be written for each instructional team member. It must be emphasized that care be taken to avoid assigning the responsibility for introduction of new concepts to classroom support personnel.

OTHER SUPPORT PERSONNEL

Since the child is affected by all the people with whom he comes in contact, those who work in school situations must relate well to young children. They should be actively involved in giving each child opportunities to insure a good beginning in education. It is important for all school personnel to remember that small children are very impressionable and will require special consideration to meet their specific needs.

Some of the other members on the school staff who are important to the kindergarten child are these: administrators and supervisors, cafeteria manager and her staff, social workers, custodial staff, librarians, secretaries, other teachers and the school nurse. It is most important that these adults establish communication and build bridges of understanding and cooperation with one another.

USE OF SCHOOL SPACE

CLASSROOM ARRANGEMENT

There is no single superior arrangement of a classroom. The learning environment should be considered a child's home while at school. The arrangement of equipment, furniture and furnishings should:

- -- be related to the developmental needs and the interests of the kindergarten aged child;
- -- encourage effective interpersonal relationships;
- -- be flexible and modifiable;
- -- insure health and safety of individuals and groups;
- -- permit adequate visability of all activities from any point in the classroom;
- -- provide areas where children may work or relax undisturbed.

Decisions about room arrangements in specific situations must be related to the facilities and space available.

The center of interest as an organizational pattern is one approach to be considered. These suggested centers give opportunities for various learning experiences. Kindergarten rooms should include as many of these separate areas as feasible.

Creative Arts center	Block Construction center
Book center	Woodworking center
Music center	Quiet center
Nature and Science center	Math center
Family Life center	Reading center
Social Activities center	Listening and Language center

Portable screens or other equipment may serve as dividers to readily create these centers. Leaving some floor space free is essential for activities such as story telling, games, seated groups or large muscle development activities.

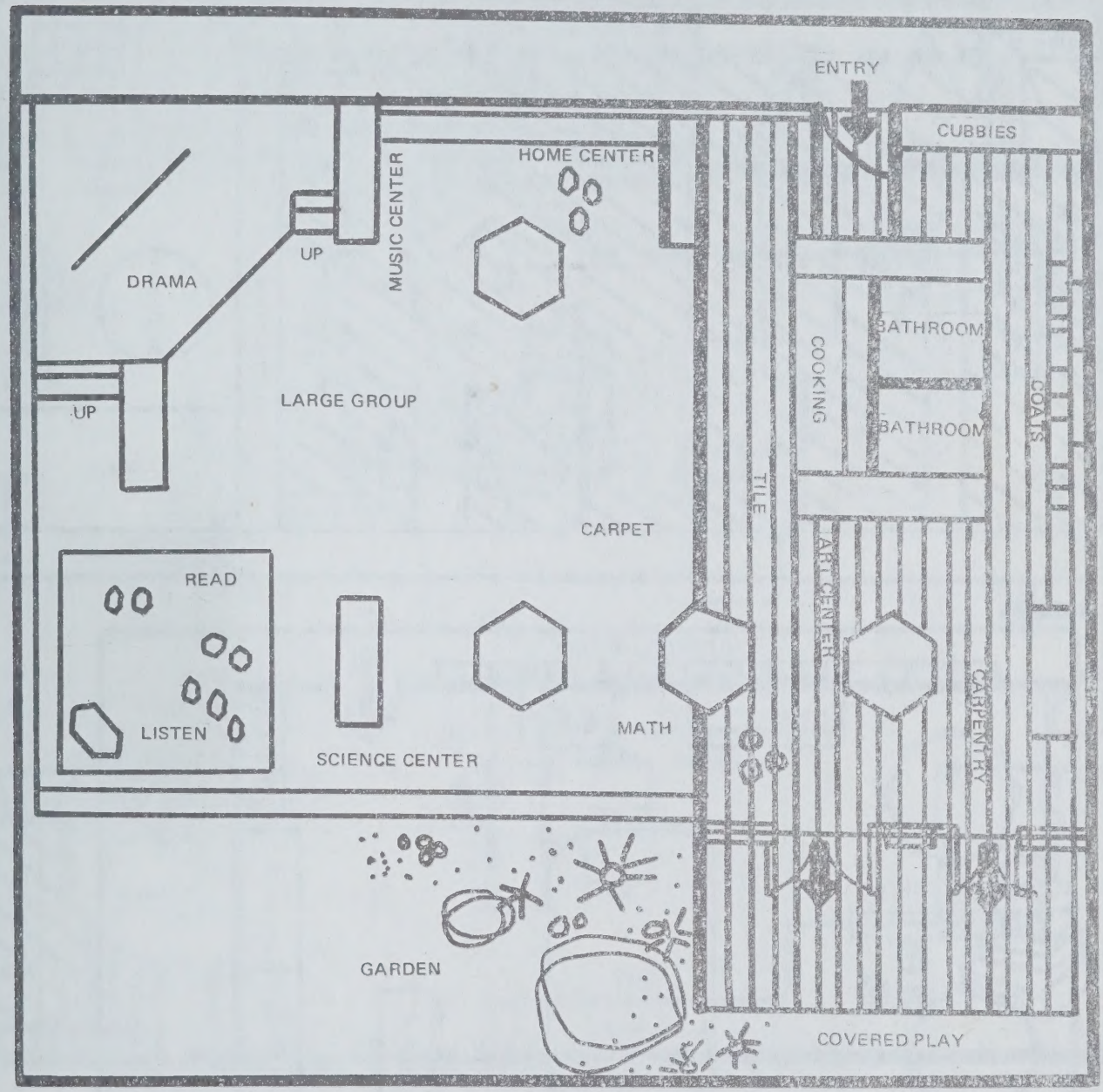
OTHER SCHOOL SPACE

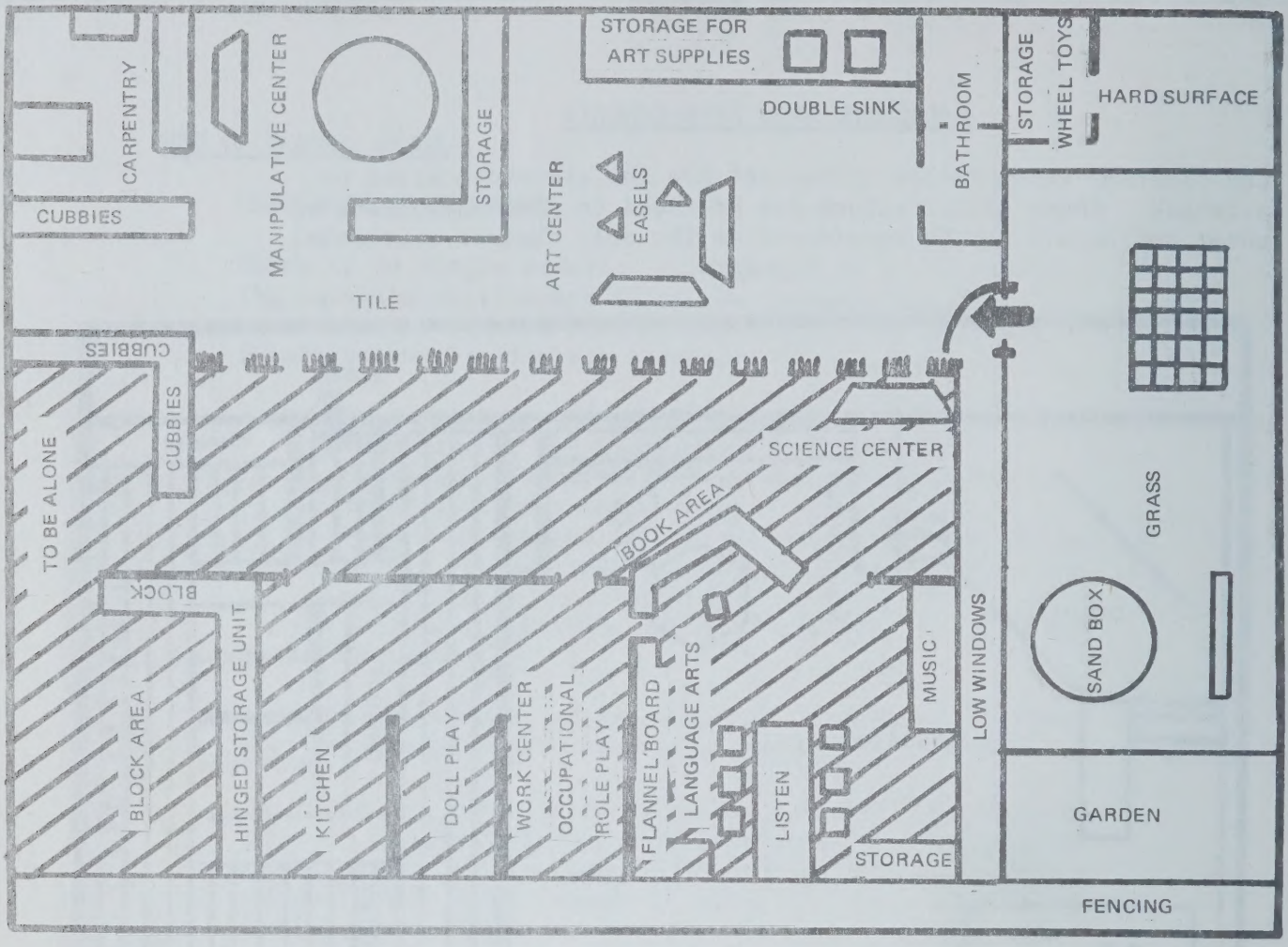
The use of other school space should be considered important and used when possible and needed.

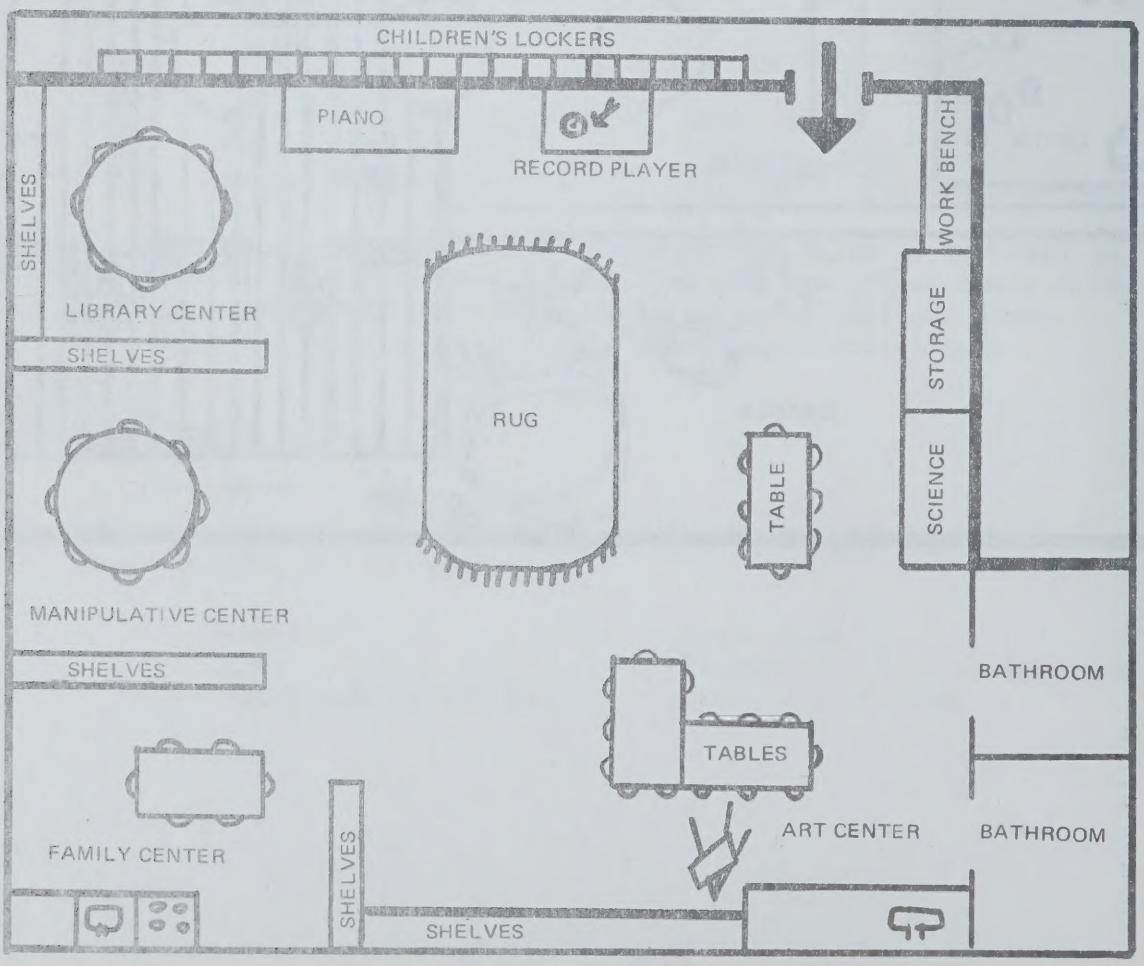
Library	Music room
Gym	Playground (use at separate time)
Lunch room or Kitchen	Audio Visual room

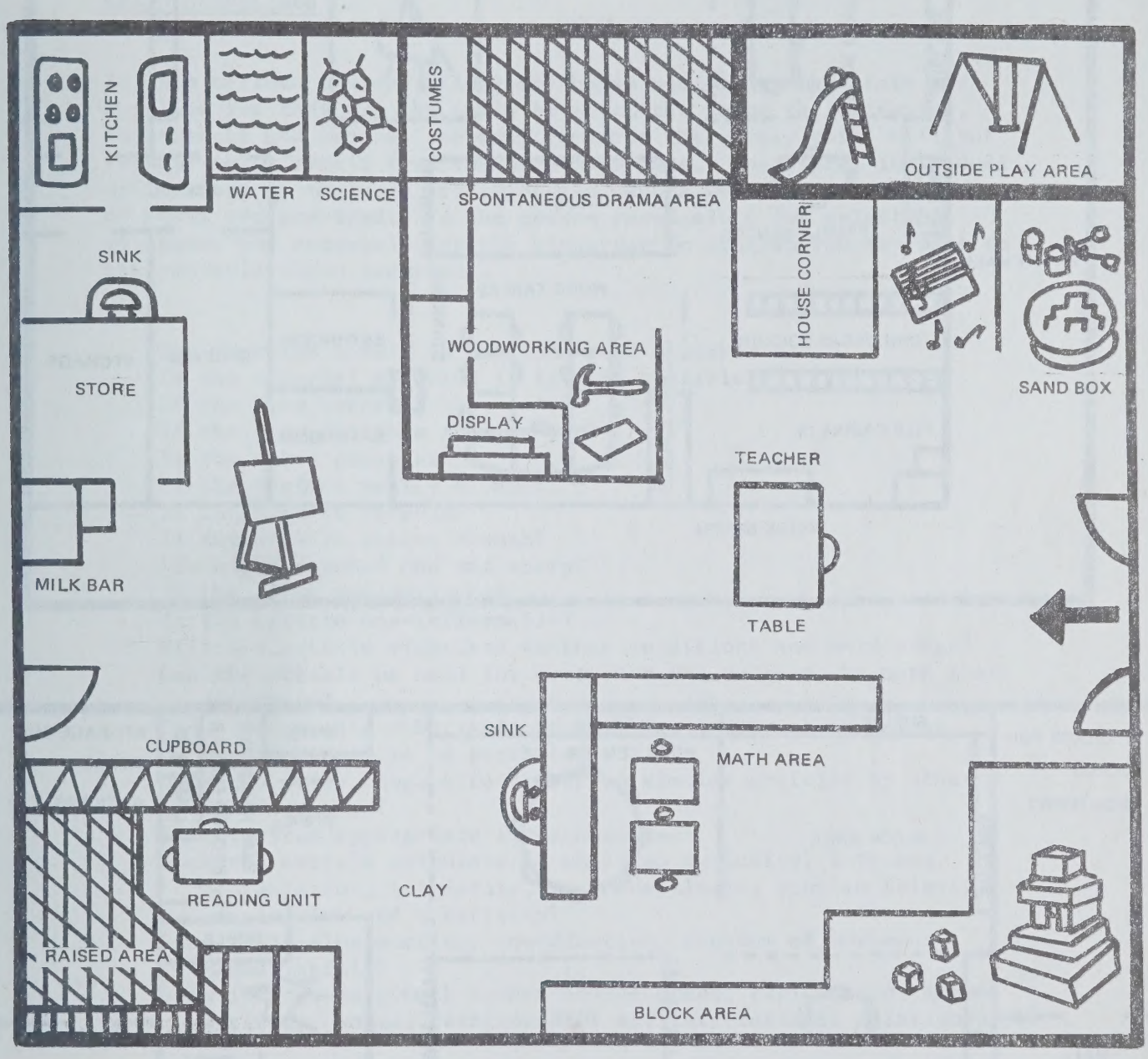
SUGGESTED ROOM ARRANGEMENTS

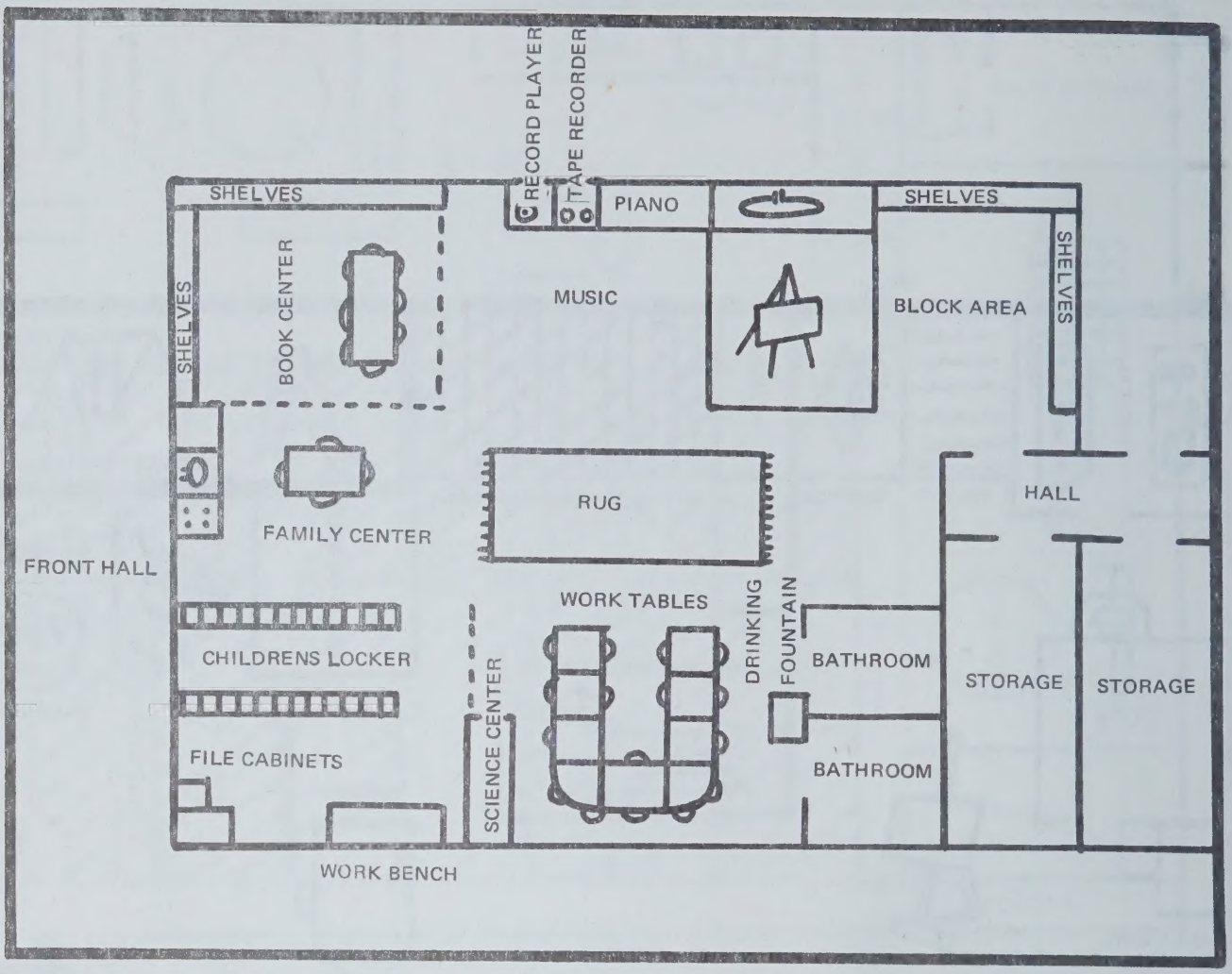
The diagrams which follow illustrate how the classroom might be arranged. These illustrations are provided to give some ideas to adapt and should not be considered as the only choices available.

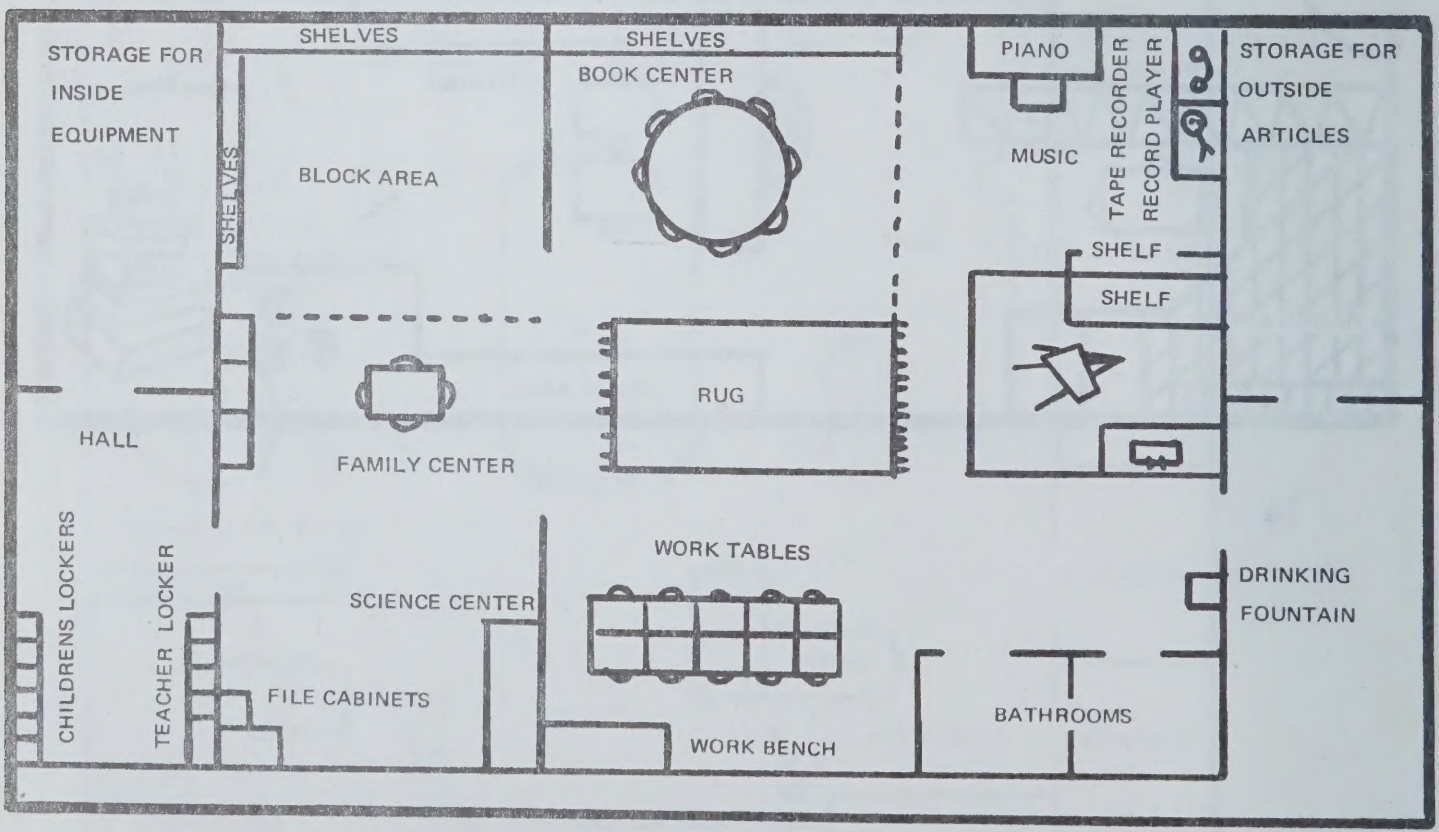



STORAGE FOR ART SUPPLIES
DOUBLE SINK
BATHROOM
STORAGE
WHEEL TOYS
HARD SURFACE
CARPENTRY
MANIPULATIVE CENTER
STORAGE
CUBBIES
TILE
ART CENTER
EASELS
CUBBIES
CUBBIES
TO BE ALONE
SCIENCE CENTER
BOOK AREA
GRASS
BLOCK
BLOCK AREA
HINGED STORAGE UNIT
KITCHEN
DOLL PLAY
WORK CENTER
OCCUPATIONAL
ROLE PLAY
FLANNEL BOARD
LANGUAGE ARTS
LISTEN
MUSIC
LOW WINDOWS
SAND BOX
GARDEN
STORAGE
FENCING


CHILDREN'S LOCKERS
PIANO
RECORD PLAYER
WORK BENCH
SHELVES
LIBRARY CENTER
SHELVES
RUG
TABLE
STORAGE
SCIENCE
MANIPULATIVE CENTER
SHELVES
BATHROOM
TABLES
FAMILY CENTER
ART CENTER
BATHROOM
SHELVES
SHELVES


KITCHEN
WATER
SCIENCE
COSTUMES
SPONTANEOUS DRAMA AREA
OUTSIDE PLAY AREA
HOUSE CORNER
SAND BOX
SINK
STORE
WOODWORKING AREA
DISPLAY
TEACHER
MILK BAR
TABLE
SINK
CUPBOARD
MATH AREA
READING UNIT
CLAY
RAISED AREA
BLOCK AREA


RECORD PLAYER
TAPE RECORDER
SHELVES
PIANO
SHELVES
SHELVES
BOOK CENTER
MUSIC
BLOCK AREA
SHELVES
HALL
RUG
FAMILY CENTER
FRONT HALL
WORK TABLES
DRINKING FOUNTAIN
CHILDRENS LOCKER
BATHROOM
STORAGE
STORAGE
SCIENCE CENTER
FILE CABINETS
BATHROOM
WORK BENCH


STORAGE FOR INSIDE EQUIPMENT
SHELVES
SHELVES
PIANO
STORAGE FOR OUTSIDE ARTICLES
BOOK CENTER
TAPE RECORDER
RECORD PLAYER
SHELVES
BLOCK AREA
MUSIC
SHELF
SHELF
RUG
HALL
FAMILY CENTER
WORK TABLES
DRINKING FOUNTAIN
CHILDRENS LOCKERS
TEACHER LOCKER
SCIENCE CENTER
FILE CABINETS
BATHROOMS
WORK BENCH

EQUIPMENT, MATERIALS AND SUPPLIES

BASIC GUIDELINES

It is a serious responsibility to choose equipment, materials and supplies for they are the tools by which the young child creates, experiments and learns. We must remember that every child will not respond to or profit from the same materials. Therefore, individual differences of children are respected when a variety and abundance of media are provided. As the person responsible for selecting equipment and materials for the kindergarten program you may want to ask yourself these questions.

For what age levels is the item most suitable?
Is the material of which it is made suitable?
Is the size correct?
Is the form suitable for its use?
Is the color pleasing?
Is the surface easily cleaned?
Is the surface durable?
Is the article strong enough?
Are edges rounded and not sharp?
Is the paint non-poisonous?
Is the article non-inflammable?
Will the article withstand weather conditions and hard usage?
Can the article be used for more than one purpose, by more than one child?
Can a comparable substitute be supplied in any other way or must the article be purchased?
Does the price compare favorable to similar articles by other manufacturers?
Is this item appropriate for school use?
Does the article stimulate in children curiosity, interest, manipulation, initiative, resourcefulness, problem solving, imagination and creativity?
Does it develop muscles, coordination, freedom of movement, manual skills?
Does it promote growth toward independence, exploration, group activity, social relationships and international relationships?

Further questions for consideration in selection of materials and equipment are on the next page.

Does it provide for:

-- safety and physical well being;

-- stimulation of large muscle activity;

-- cooperative play, social give and take;

-- expression of ideas and feelings;

-- quiet and noisy activity;

-- development of independence, self reliance, initiative;

-- problem solving, intellectual stimulation and discovery;

-- aesthetic growth, cultural understanding;

-- experimentation and creativity;

-- enjoyment of literature, poetry and the arts;

-- skills which are challenging but obtainable;

-- a variety of purposes, stimuli and uses.

The following pages suggest materials and equipment to be considered for curricular areas. This list is extensive but meant only to stimulate the thought of items to be considered. Some items are essential for a basic program. It is suggested that the instructional team choose the items which best fit the program.

MATERIALS AND EQUIPMENT FOR THE CLASSROOM

Classroom equipment should be colorful, adjustable, lightweight, durable flexible and safe to meet physical and health needs of children.

*Tables (children's)
  Rectangular 24"x48", 30"x60"
  Trapezoidal 30"x30"x60"
  Round 48" diameter
*Chairs (varying child sizes)
*Toilets (child size)
*Wastebaskets
*Bulletin boards and bulletin strips (child's level)
*Pencil sharpener
*Drinking fountain
*Sink

Teacher's desk
Teacher's chair for desk
Loop-film projector and loops
Shelves and tables for display area
File cabinet
Art picture cabinet
Cupboards (closed cupboards, open cupboards - children's level)

MATERIALS AND EQUIPMENT FOR THE CREATIVE ARTS

Materials should be provided in the kindergarten so that the child will have the opportunity to make choices and the freedom to express his ideas through a variety of media.

*Easels -- wood or aluminum. Check to see if sturdy.
*Paper
  *construction
  tissue and crepe
  manila
  *fingerpaint
  *newsprint
  wrapping paper (roll)
  tag board
*Brushes (½ to 1")
*Paste
  *white paste
  all purpose glue
  *wheat paste
  rubber base glue
*Scissors, blunt-edged, both left and right handed, sharp, pointed

*Clay
  *natural moist clay
  *other modeling materials
  Mexican pottery clay (free from lead)
  *Crayons (large waxed ones, craypas
*Paint
  liquid tempera
  *finger paint
  *powdered tempera
*Stapler and staples
*Rubber bands
Scrap materials
  paper scraps
  cloth and ribbon
  burlap
  string
  newspaper
  wall paper

Block printing materials
Rack for drying children's paintings
Chalk -- pastels, charcoal
Magic marker water soluble
Miscellaneous
  Kleenex
  Cotton
  Pipe cleaners
  Wax paper
  Cotton yarn
  Cellulose scotch tape
  Buttons
  Glitter
  Pins
  Aluminum foil
  Masking tape
  Weaving loops
  Natural materials

Materials for protecting and cleaning are smocks or aprons, brooms, pail, fixative, sponges, dustpan.

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* Basic materials for a new program.

MATERIALS AND EQUIPMENT FOR THE AUDIOVISUAL CENTER

The equipment suggested below provides opportunity for various activities that enlarge the child's experience in all areas of the curriculum.

- *Record player and records
  - (see music)
- Tape recorder or cassettes
  - and tapes
- Film strip projector and
  - filmstrips
- Overhead projector
  - transparent acetate
  - pencil
- View Master
- Television
- Earphones
- Slide projector and slides
- Screen
- Posters and picture file
- Single loop firm projector,
  - single loop films
- Cameras and film

MATERIALS AND EQUIPMENT FOR THE LIBRARY CENTER

The library center is usually located in a quiet section of the kindergarten with books on low open shelves where a child can select his own. In the center will be a wide range of books varying in type and content appropriate to the children in the class and various audiovisual materials.

- *Books
- Chairs
  - comfortable chairs
  - rocking chairs
  - pillows
- View Master
- Table
- *Shelving (stationary and
  - portable)
- Tape recorder
- Tapes, recordings
- Listening center

MATERIALS AND EQUIPMENT FOR THE BLOCKS AND BUILDING BLOCK CENTER

Blockbuilding affords children opportunity for construction and dramatic play. To receive the greatest enjoyment and benefit from this activity there must be an adequate supply of blocks, floor space and storage area available.

- Hollow blocks
  - wood
  - heavy duty corrugated
- *Unit blocks
- Large floor blocks
- Table blocks
- Boards
- *Shelving for block storage

Block Building Accessories for Imaginative Play

- *Transportation vehicles
  - (wooden, assorted sizes)
  - boats
  - wagons
  - bus
  - traffic signs
  - trains
  - cars
  - trucks
  - airplanes
- Animals
  - farm animals
  - wild animals
- Play people
  - the family
  - community workers
- Community buildings
  - farm buildings
  - garage and gas pump
  - fire house
  - houses
  - stores
  - post office

MATERIALS AND EQUIPMENT FOR THE DRAMATIC OR IMAGINATIVE PLAY CENTER

Provision should be made for dramatic play areas which may be changed at various times during the year, such as playhouse, supermarket, space ship, doctor's or dentist's office, post office, farm, ranch or bank.

The following basic materials are suggested for the dramatic play area. Other materials and props will be added as needed for special areas of interest.

*Stove
Refrigerator
Iron
Ironing board
*Cutlery
*Pots and pans
*Beds
Doll carriage
*Telephones
High chair
Wagons
Puppets
Steering wheels
Brief cases
Dials
Sink
*Cupboard
*Table and chairs
*Dishes
Broom and dustpan
Plastic foods
Chest of drawers
Wall partitions
Clothes basket
Rocking chair
Desk
Stuffed Animals
Lunch boxes
Cameras
Blocks and shelves
*Dolls (baby boy & girl,ethnic)
Clock
Mirror
Shaving equipment
Doctor and nurse kits
Clothes
doll clothes, dress up clothes (men and women), hats
Tools

MATERIALS AND EQUIPMENT FOR MOTOR ACTIVITIES CENTER

Many opportunities should be provided for children to find new ways to use their bodies as through the use of climbing equipment to aid muscular development and provide coordination. Indoor and outdoor equipment should be safe and sturdy. Materials may be used individually or several can combine as an obstacle course activity.

Jungle gym
Balance beams
Old tires
Snow play
sleds, skates, plastic toboggan
Tunnel (sewer pipes of various sizes)
Wooden saw horses
Logs
Water table
Auto steering wheel
*Bean bags
Punching bag
Rocking boat
*Assorted ropes
Hoops
Walking board
*Rubber balls
Cleated boards
Climbing ladder
Horizontal bars
Mats
Sand Box
Sand Box accessories
pails, spoons, sifter set, shovels, sand cans, molds
Wheeled toys
scooters, wagons, wheelbarrow, tricycles.

MULTI-MEDIA LEARNING MATERIALS

Through the use of a variety of concrete materials, opportunities for classification, forming judgment and seeing relationships are provided. As the child explores and experiments he also becomes familiar with the meaning and use of symbolic media, enabling him to strengthen and expand cognitive learning.

MATERIALS AND EQUIPMENT FOR THE MANIPULATIVE MATH CENTER

- Puzzles
- *Beads and laces
- Peg boards
- Games
  - *dominoes - numerals (large)
  - playing cards
- Flannel board
  - *felt cutouts (community and family, domestic and zoo animals, transportation, numerals and letters, geometrics)
- Cuisinaire Rods
- Chart stand and chart table
- Scrap objects for counting
- Attribute blocks
- Pattern learning forms (set of 8 metal cutouts)
- Design cubes
- Number sorter (color-keyed wooden pegs in sequence of groups from 1-5)
- Nesting boxes
- Jumbo demonstration counting frame
- Magnetic basis form board (11 forms, board 14"x20")
- *Peg number (10" high rubber numbers from 0-9)
- Sequence counter
- Balance scale

MATERIALS AND EQUIPMENT FOR THE READING CENTER

- Puzzles
  - wood puzzles (8-20 pieces)
  - pattern play puzzles
  - puzzle rack
  - match mates (number puzzles interlocking pieces)
  - floor puzzle
- Flannel board felt coutouts (community and family, domestic and zoo animals, transportation, numerals and letters, geometrics, pictures)
- Color cone
- Perception puzzles
- See-quees (story sequence puzzle)
- Kinesthetic alphabet (large ½" thick and 4" high plywood, styrene storage box for alphabet
- Matchettes (10 inlay boards for identifying and matching)
- Matching games
  - *Lotto (object puzzle)
  - Dominoes (match objects)
- Chart stand and chart tablet
- Go-together cards (match bottoms to tops)
- Dominoes - pictures (large)
- Color mathcettes
- Card association
- "What Goes with That" (cards association-- bird/nest, nails/hammer)
- Story sets (made of wood 1/10" thick, stand on own base)
  - Three Bears
  - Three Pigs

MATERIALS AND EQUIPMENT OF THE MUSIC CENTER

Rich and meaningful musical and rhythmic experiences can be provided through instruments of good quality, good music to hear, songs to sing and opportunities to create, with ample space in which to move about during rhythmic activity.

RHYTHM INSTRUMENTS

Tambourines
Cymbals
Tone blocks with beater
Tom - toms
Rhythm sticks
Sand blocks
Maracas
Triangles
Drums
Bells
Castanets

AUDIO MATERIALS

*Phonograph
Earphones
Tape recorder and tapes
*Records
good recordings appropriate to kindergarten level

MELODY AND HARMONY INSTRUMENTS

Piano
Resonator
Autoharp
Other simple instruments

MATERIALS AND EQUIPMENT FOR THE SCIENCE CENTER

Materials in this center relate to biological, physical and earth science and may be from a variety of sources such as natural, commercial and found materials.

When children manipulate materials of these kinds, events occur which stimulate children to ask questions and make further observation.

Since kindergarten children learn best through direct experience, science materials should be displayed on shelves, tables and open cupboards so that children can observe and manipulate the materials and equipment.

*Long bar magnets
*U-shaped magnet
*Thermometer
*Globe
Compass
Pendulum
Magnifying glass
Microscope
Tuning forks
Gears
Ant farm
Incubator
"Fix-it" and
"Try-it" materials
- clocks
- locks
- wires
- screws
- wheels
- pulleys
- nails
- switches

Rock collection
Shell collection
Bird feeder
Balloons
Prisms
Incline Plane

Insect collection (made by children)
Color paddles
Maps
Weather vane
Rain guage
Bolts and nuts
Aquariums and terrariums
Flower pots, soil and seeds
Animal cages
- large and small

Animals
- fish
- snails
- chickens
- turtles
- white mice
- gerbils
- rabbits
- guinea pigs
- hamsters

Materials to identify--taste, sound, color

Pictures, film-strips and books relevant to science studies

MATERIALS AND EQUIPMENT FOR THE WOODWORKING CENTER

Tools for woodworking should be authentic, sturdy, in good condition and used with care. Tools must NOT be toy-type.

*Workbench (child's height)
*Wood (soft non-splintering in various shapes and sizes, mill ends, dowelings)
Wheels (1" thickness- 3", 4" or 5" in diameter)
Paint
- water base
- enamel (lead free)
- house paint

Sandpaper (various degrees of coarseness)
Level
*Storage space for wood and tools
*Tools
- hammer
- saws (12" and 14")
- screwdriver
- vises
- brace - and - bit
- clamps
- miter box
- plane
- nails (variety)

Brushes (for paint)
Pegboard for hanging tools
Measuring tools

Kindergarten: Experiences In Living And Learning. Wisconsin Department of Public Instruction. 1971

LEARNING DAY DAILY SCHEDULES

These examples of time scheduling for kindergarten are suggested plans which are here for your consideration. There is no specific schedule which would meet the needs of all situations. Schedules should be adjusted to the particular needs in a given area, keeping in mind the following points:

- -- that there is a balance of quiet and active periods;
- -- that the formal periods should be short in duration so the child's interest can be maintained;
- -- that there be an easy transition from one activity to another;
- -- that children are supervised at all times;
- -- that routines be established to prevent waste of time as well as giving the children a sense of security;
- -- that routines be flexible enough to allow for change when necessary;
- -- that there be a balance of indoor-outdoor activities;
- -- that a wide choice of activities be offered to meet the individual needs of children;
- -- that periods of "quiet" precede and follow snack time;
- -- that enough time be allowed so children can be independent and not rushed.

On the following pages there appear suggested scheduling for periods of

- -- two and a half hours,
- -- three hours,
- -- all day.

2½ HOUR SESSION

9:00 - 10:00	Activity-work period
10:00 - 10:10	Clean up, evaluation and planning
10:10 - 10:30	Toileting, looking at books, and snack
10:30 - 11:00	Music and creative rhythm story and poetry
11:00 - 11:25	Outdoor play
11:30	Dismissal

2½ HOUR SESSION

1:00 - 1:30	Outdoor Learning time
1:30 - 2:00	Circle time (conversation as a group) May be shorter depending on many variables.
2:00 - 3:00	Work time (varies)
3:00 - 3:15	Story and/or Music time
3:15 - 3:20	Snack
3:20 - 3:30	Rest (It is still mid-afternoon. This phases out by spring)

3 HOUR SESSION

9:00 - 9:10	Opening	12:30 - 12:40	
9:10 - 10:15	Work time	12:30 - 1:35	
10:15 - 10:30	Outdoor play Bathroom	1:35 - 2:00	
10:30 - 10:50	Snacks	2:00 - 2:20	
10:50 - 11:15	Rest time	2:20 - 2:45	
11:15 - 11:40	Group activities	2:45 - 3:10	
11:40 - 12:00	Story time	3:10 - 3:30	

Lunch or Dismissal

3 HOUR SESSION

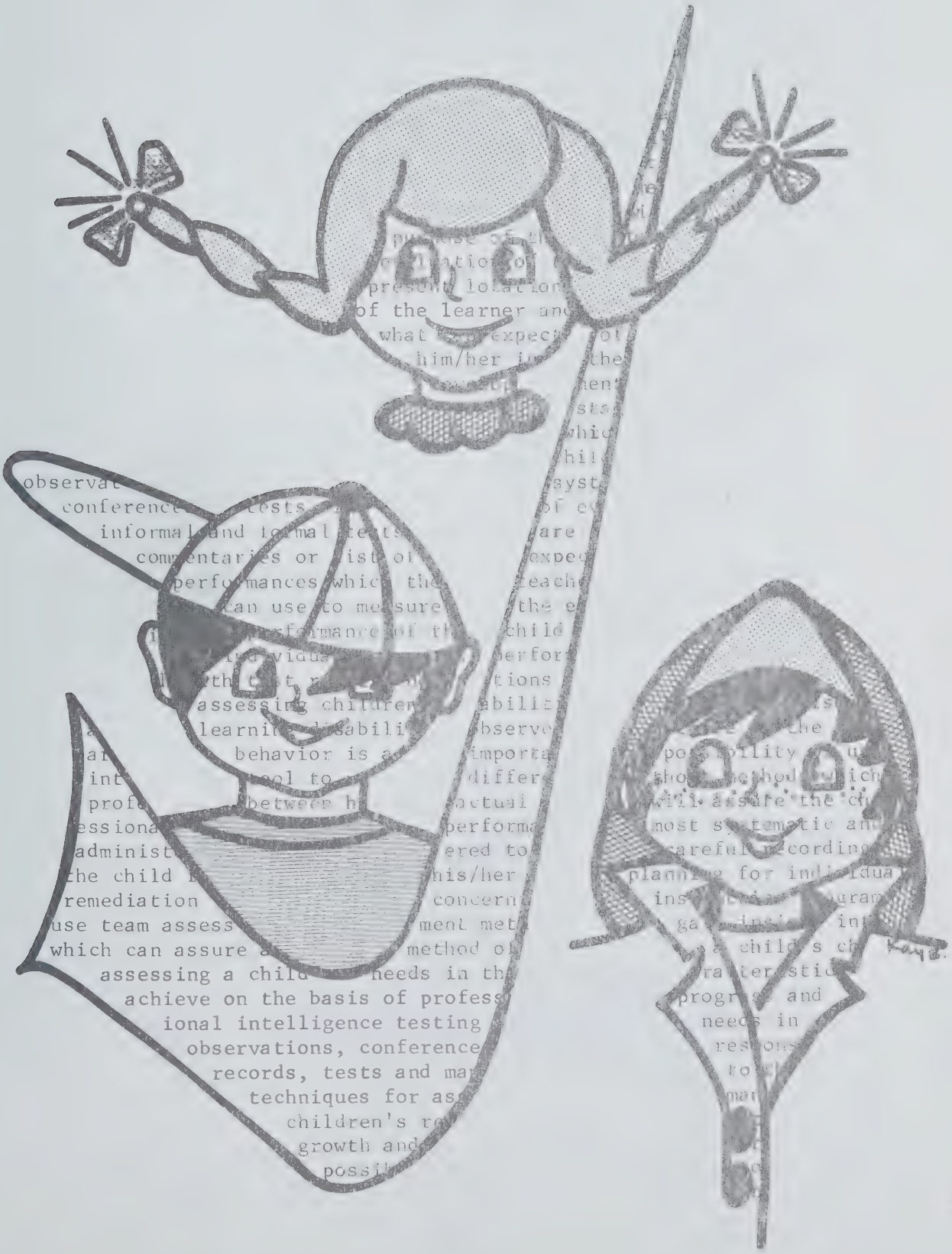
MORNING		AFTERNOON
9:00 - 9:30	Opening. Conversation, Sharing, Singing and Planning.	12:30 - 1:00
9:30 - 10:00	Work Period. Free choice, Construction, Arts, Crafts.	1:00 - 1:30
10:00 - 11:00	Health period. Indoor-outdoor play, Lavatory, Lunch and rest.	1:30 - 2:00
11:00 - 11:30	Group Experience. Music, Stories, Natural and Social Sciences.	2:00 - 2:30
11:30 - 11:50	Free Play .	2:30 - 2:50
11:50 - 12:00	Evaluation . Conversation, Plans for tomorrow, Prepare for dismissal or lunch	2:50 - 3:00

ALL DAY SESSION

8:30 - 9:45	Activity period or work period, fruit juice, clean up
9:45 - 10:00	Group meetings, sharing period, planning
10:20 - 10:40	Snack
10:40 - 11:00	Music, creative rhythm, or creative dramatics
11:00 - 12:00	Outdoor play
12:00 - 1:30	Lunch, rest or sleep on cots
1:30 - 2:00	Individual quiet activities or small group story as children awaken
2:00 - 2:30	Creative rhythms, games, story
2:30 - 3:20	Outdoor play
3:00 - 3:30	Dismissal

Some districts with transportation problems may have an all day session. Extended outdoor play, lunch and snacks, and an adequate rest period are important features of the longer day.

Insuring Learner Success



EARLY IDENTIFICATION

A word of caution regarding the child who is not learning successfully.

The teacher needs to look at a child and be aware:

-- that the child has the ability to learn;

-- that she has the responsibility to provide an environment that will allow the child to learn in his own way and at his own pace;

-- that the child grows at different rates;

-- that the child has preferred learning modes (visual, auditory, kinesthetic) which the teacher must consider.

Materials and techniques usually used within the classroom may not be effective or appropriate for a particular child. Instructional alternatives must be provided which are supportive to the child as a worthy human being.

If the teacher has a child who is having extreme problems in any area, she may wish to ask for special help from her district or she may obtain information and materials from the bibliography included in back.

EVALUATION

The purpose of evaluation is to determine whether or not what is expected to occur in the child's behavior has occurred, or is occurring. Like a map, evaluation can point out the present location of the learner, while keeping the destination in sight. Through evaluation the teacher discovers the needs of each child and plans his learning experiences accordingly. The purpose is to aid the child, not to label him.

Since no one method of evaluation can give a complete assessment of a child's needs, it is necessary to use a variety of approaches which supplement each other. The following informal techniques are suggested as possible ways to evaluate the progress of kindergarten children.

Observations: By observing what a child says and does, and how he looks and responds, a teacher can gain insight into his physical condition and development, his feelings about himself and others, his social adjustment, and his intellectual progress. Recording of objective observations over a period of time, using anecdotal commentaries or a checklist of expected performance items from this Handbook or other sources is needed to develop a total picture of individual children. The use of a technique such as the two-a-day plan makes possible the systematic recording of children's behavior needed for planning an individualized instruction program.

Conferences: Conferences between teachers and children, between staff members and parents, and between teachers and other staff members enable the teacher to gain insight into children's characteristics, progress, and needs.

Records: Health records and portfolios containing samples of children's work are useful evaluation references. Cumulative records of personal and health data, test results, and notations from observations are needed for long-range planning.

Tests: At times, informal or formal tests can be used in conjunction with other evaluation techniques for assessing children's growth and for identifying their needs. Since many types of tests are not appropriate for young children, they must be carefully constructed or selected so that they will measure children's progress toward pre-established goals. When using the tests with individual children, it is important to interpret the results in the context of other evidences derived from observation, conferences and records. Informal teacher-made tests are often adequate. However, at times commercial (standardized) tests are needed.

Among those which have been found suitable for kindergarten use are the following. Others, not listed here, may be of comparable value.

A B C Inventory to Determine Kindergarten and School Readiness. Norman Adair and George Blesch. Research Concepts, a Division of Test Makers, Inc., 1368 East Airport Road, Muskegan, Michigan 49444.

Basic Concepts Inventory. Siegfried Englemann. Follett Publishing Co., Chicago, 1968. A criterion-referenced test for the Bereiter-Engelmann language program which can be used for other programs. Individually administered.

Gesell Developmental Examination. Harper and Row, Inc., 10 E. 53rd St., New York, N.Y. 10022. A behavior test used at the Gesell Institute. Individually administered.

Inventory of Developmental Tasks. Russell Howard. Georgetown Educational Reproductions, P.O. Box 143, Georgetown, California 95634. An observation guide.

Illinois Test of Psycholinguistic Processes. University of Illinois Press, Urbana, Illinois, 1970. Assesses twelve aspects of psycholinguistic functioning in children two to ten. Individually administered. Special training is required for its use.

Kindergarten Evaluation of Learning Potential, a Curricular Approach to Evaluation. John A.R. Wilson and Mildred C. Roebeck. Webster Division, McGraw-Hill Book Co., St. Louis, Missouri. An observation guide for children performing manipulative games during activity periods.

Lee-Clark Reading Readiness Test. California Test Bureau, DelMonte Research Park, Monterey, California 93940. Group test.

Metropolitan Readiness Tests. Harcourt, Brace, and World, New York, N.Y. Group test. Six Batteries.

Peabody Picture Vocabulary Test. American Guidance Service, Inc., Publishers Building, Circle Pines, Minnesota 55014. Yields a "verbal intelligence" score. Individually administered.

Perceptual Forms Test. Winter Haven Lions Research Foundation, P.O. Box 1045, Winter Haven, Florida. Test and home manual for perceptual development.

Pre-Reading Inventory of Skills Basic to Beginning Reading. Paul McKee, M. Lucille Harrison, James B. Stroud. Houghton Mifflin Co., Palo Alto, California. Group test.

Preschool Inventory. Betty Caldwell. Educational Testing Service, Princeton, N.J., 1967. Designed in relation to Head Start. Individually administered.

Stanford Readiness Test. Harcourt, Brace and World, Inc., 757 Third Avenue, New York, N.Y. Group Test.

LEARNING DISABILITIES

Learning disabilities is a term you may be hearing more and more about as districts begin to have personnel to work in this area.

A child, whose intelligence appears to be average or above,may be considered to have a Learning Disability if:

-- there is significant difference between his actual achievement and what he might be expected to achieve on the basis of Professional Intelligence Testing;

-- he shows high interest and achievement in one or several areas while being very low in others.

It is possible to discover through team assessment of test instruments, professionally administered

-- what sensory modality the child prefers in learning,
-- what his strengths are,
-- where he needs remediation.

Observed behavior is also a very important and useful tool. A behavior problem alone is not a learning disability.

If specialists are available in your district they may be a source to assist you in observing and planing for the child who is having difficulty.

Indian Heritage

Experiences

INDIAN HERITAGE EXPERIENCES

Montana's Indian children are a unique group within their native land. The following suggestions are offered to help promote and develop in the Indian child a positive self concept under the premise that a child will learn best if he feels he is a capable and worthy person. Pride and respect in a child toward his Indian identity can be fostered by providing, in a positive manner, curriculum experiences based on his Indian background.

CULTURAL VALUES

Each tribal group within Montana varies in cultural beliefs and values. Therefore, the employing of a local professional/paraprofessional consultant for the classroom is suggested (when the teacher is non-Indian), to interpret traditions and values of the local Indian tribe and to assist Indian children in the classroom with bilingual problems.

The teacher should make an effort to become involved in local affairs and participate in local functions to gain a deeper understanding of the people and their particular traditions and life styles.

Examples of classroom experiences:

-- Learning to share in the group is part of a child's Kindergarten experience. Discuss sharing as an integral part of Indian tribal life.
-- Make button spinners, clay pots, art objects, creative drawings so each child has an object to give another.
-- Discuss and plan a "Give Away" celebration (all tribes), or, adapt to a sharing occasion according to local tribal customs.

-- Legends were often used to teach moral values, social behavior and responsibilities in Indian life. Many of the stories can be told to Kindergarten children and can be used for creative drawings. Recall and sequencing experiences can be given children by having them retell the stories. Dramatizing can also be used in retelling of tribal myths.

-- Reverence for and conservation of nature can be emphasized, as well as respect for elders and parents, and acceptance of responsibilities, by reading stories such as Indian, Indian, Indian Two Feet and His Horse, Indian Two Feet and His Eagle Feather, or The Mighty Hunter. Use in discussions, creative drawings, dramatizations and make flannel board stories for the children to use in retelling the stories. (See the resource list at the end of the Indian Heritage section)

CULTURAL HERITAGE

Since much of our heritage is handed down from generation to generation through the following types of activities, it is suggested the teacher incorporate some of the activities into the everyday classroom routine as a means of assisting in perpetuating the Indian child's heritage.

Music.

-- Use songs, drumming, dancing (war dancing, round dancing). Children can make individual drums from cans and rawhide or inner tube covers laced with leather thongs. Use them for rhythm and coordination.

Legends.

-- Make flannel board stories and let children use them in retelling. Use in creative drawings and dramatizations. (See Indian Culture Series in the resource list in the Indian Heritage section)

Language.

-- Sign language, written symbols, spoken language can all be used to advantage. If children do not speak their native language, they can learn a few simple words and perhaps some counting from 1 to 10. Simple stories can be written using picture language.

Games.

-- Cup and ball games, hoop games, snow snakes, dart games are easily adapted for this age group. (See Indians of the Plains in the resource list at the end of the Indian Heritage section)

Food, Clothing, Dwellings, Dress Styles, Transportation.

-- Make tipis and travois (in doll size) from chamois skins or buckskin. Purchase and repaint plastic horses and buffalo for creative play periods. Make Indian dolls and cradle boards from scrap materials and plastic jugs or purchase Indian type dolls.

-- Indian dresses, head-dresses, moccasins, bow and arrows, can be collected and used in dramatic play. A walk-in tipi can be made from an old sheet,or purchased canvas, and used in the housekeeping corner.

-- Science projects can include the drying of meat, the collecting of berries for cooking or drying, the cooking of fry bread. This can be a good opportunity for parent participation in the classroom.

KNOWLEDGE OF INDIAN LEADERS, PAST AND PRESENT

With the availability of authentic posters and post cards depicting famous Indian leaders, children should be exposed to the pictures so they can readily recognize many of their great leaders.

Present local leaders can be visited at work, particularly in their tribal councils; or, the local leaders can be invited to the classroom. When learning about community helpers, include the tribal police as someone whom the child can trust and depend on. (See resource list at the end of the Indian Heritage section)

ARTS AND CRAFTS

Beading	Designs	Pottery
Drum-making	Toy-making	Skin work
Quill work	Tools	Wood work
Bark work	Bone work	Horn work

-- Children can string their own necklaces using colored macaroni or large size trade beads.

-- Make dolls from scrap materials and dress in Indian clothing.

-- Make pots or bowls from natural clay,if available, or purchase from a supply house. Designs can be engraved and painted.

-- Necklaces can be made from crosscut sections of bone or antlers and designs painted on.

-- Headbands can be made from canvas, cloth or tagboard strips (use a section of elastic or string for tying). Stencil on or hand draw designs.

-- Local people who do beadwork and skinwork can be invited into the classroom to show their articles and discuss designs and methods. (See resource list at end of Indian Heritage section)

SPECIAL EVENTS

There should be some recognition and understanding of the special occasions that occur in the various tribal areas, just as Christmas, Thanksgiving, Lincoln's and Washington's birthdays are observed. It is suggested the teacher become familiar with celebrations in the local area and incorporate them in the classroom where possible. Respect should be given to children's absences due to cultural variations.

Use in the classroom:

-- Dramatizations, Puppet stories, Flannel board stories, Mini-pageants, Plays about Buffalo Hunts and Pow-Wows...

RECOMMENDATION

In addition to the general suggestions regarding programs for bilingual-bicultural kindergartens, the following is recommended:

-- Any school,where there is a population of children of 15-20% or more who speak <u>as their primary language a language other than English,</u> should provide a special program for those children. Such a program should contain the following:
   1. A language arts curriculum (listening, speaking and readiness for reading and writing) should be provided in the primary language,
   2. A good English-as-a-second-language program should be established to prepare readiness for transition to reading in English.
   3. A program of concept development in mathematics, and other content subjects, should be taught in both languages for child understanding until fluency in English is assured.

RESOURCE LIST

BOOKS

Ewers, John C. Blackfeet Crafts. BIA Publications Service, Haskell Institute, Lawrence, Kansas

Hoebel, Adamson E. The Cheyennes. Indians of the Great Plains. Holt, Rinehart and Winston, Inc., San Francisco & Chicago, 1965.

Laubin, Gladys and Reginald. The Indian Tipi. Ballantine Books, Inc., New York, N.Y.

Lowie, Robert H. Indians of the Plains. The American Museum Science Books, The Natural History Press, New York, 1963.

Thomas, Sharon, Compiler. Culture-based Curriculum for Young Indian Children. 251 South 7th E. #1, Salt Lake City, Utah.

Whiteford, Andrew Hunter. North American Indian Arts. Golden Press, New York, or Western Publishing Co., Inc., Racine, Wisconsin.

_____, Good Medicine Books. Box 429, Fort Macleod, Alberta, Canada.

_____, The Legends of the Mighty Sioux. Young Citizens of the Department of Public Instruction, University of South Dakota.

_____, Wilderness Kingdom Cookbook. Heese House of Printing, 716 2nd Ave. N., Saskatoon, Sasketchewan, Canada, 1972.

BULLETINS & MANUALS

A Kindergarten Curriculum Guide for Indian Children. Curriculum Bulletin #5, U.S. Bureau of Indian Affairs, Division of Curriculum & Program Review, Washington, D.C., June, 1970.

BULLETINS & MANUALS CONTINUED

Art & Indian Children. Curriculum Bulletin No. 7, Institute of American Indian Arts, Sante Fe, New Mexico, 1970.

Dovetail Magazine. Box 681, Ronan High School, Ronan, Montana 59864.

Indian Culture Series. Folk Stories, Legends, Buffalo Day Stories, Indian Now Stories, History and Biography of Montana Indians. Montana Indian Publications, 517 Rimrock Road, Billings, Montana 59102.

The Indian in the Classroom. Readings for the Teacher with Indian Students. Office of the Superintendent of Public Instruction, Helena, Montana 59601.

White, George M. Craft Manual of North Western Indian Beading. Ronan Pioneer Publishing, Ronan, Montana 59864.

White, George M. Craft Manual of North American Indian Footwear. Mission Valley News, St. Ignatius, Montana 59865, 1969.

RECORDS & TAPES. MONTANA INDIAN RECORDINGS

Canyon Records
6050 North 3rd St.
Phoenix, Arizona 85012
(Crow, Cheyenne, Sioux, Chippewa)

Folkways/Scholastic
906 Sylvan Avenue
Englewood Cliffs, New Jersey 07632
(Flathead, Cree, Blood, Blackfeet)

Indian Records and Supplies
Box 47
Fay, Oklahoma 73646
(Blackfeet, Cheyenne, Crow, Sioux)

Songs of the Redman
506 Washington
Box 1686
Lawton, Oklahoma 73501
(Blackfeet, Northern Cheyenne, Crow, Chippewa-Cree)

RESOURCE INDIVIDUALS AND GROUPS

Johnny Arlee
Arlee, Montana 59821

Joe Little Coyote
Cheyenne Culture Committee
Ashland, Montana 59003

Ms. Rosella Covington
North American Culture Institute
University of Montana
Missoula, Montana 59801

Joseph Medicine Crow, Director
Crow Central Education Commission
CAP Building
Crow Agency, Montana 59022

John Cummins, Chairman
Crow Culture Committee
Lodge Grass, Montana 59050

Ted Rising Sun
Busby, Montana 59016

Clarence Woodcock
St. Ignatius, Montana 59865

John Woodenlegs
Lame Deer, Montana 59043

Browning High School
Browning, Montana 59417

Eagle Shield Center
Browning, Montana 59417

Kyi Yo Indian Club
Missoula, Montana 59801

Montana State University
Indian Studies Program
Bozeman, Montana 59715

Museum of Plains Indians
Browning, Montana 59417

North American Indian Alliance
Pride in Indian Heritage for
Preschool Children
72 E. Park
Butte, Montana 59701

University of Montana
Indian Studies Program
Missoula, Montana 59801

TRIBAL COUNCILS

Blackfeet Tribal Council
Browning, Montana 59417

Confederated Salish and
Kootenai Tribes
Flathead Agency
Dixon, Montana 59831

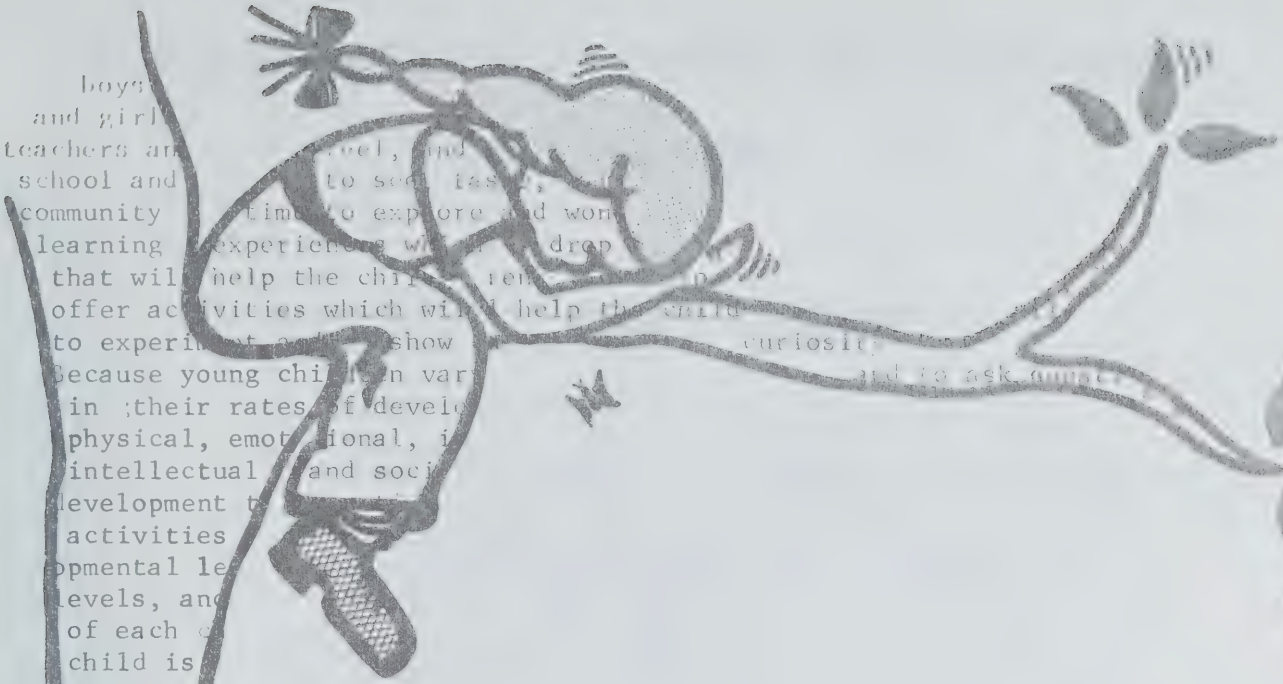
Crow Tribal Council
Crow Agency, Montana 59022

Northern Cheyenne Tribal Council
Northern Cheyenne Agency
Lame Deer, Montana 59043

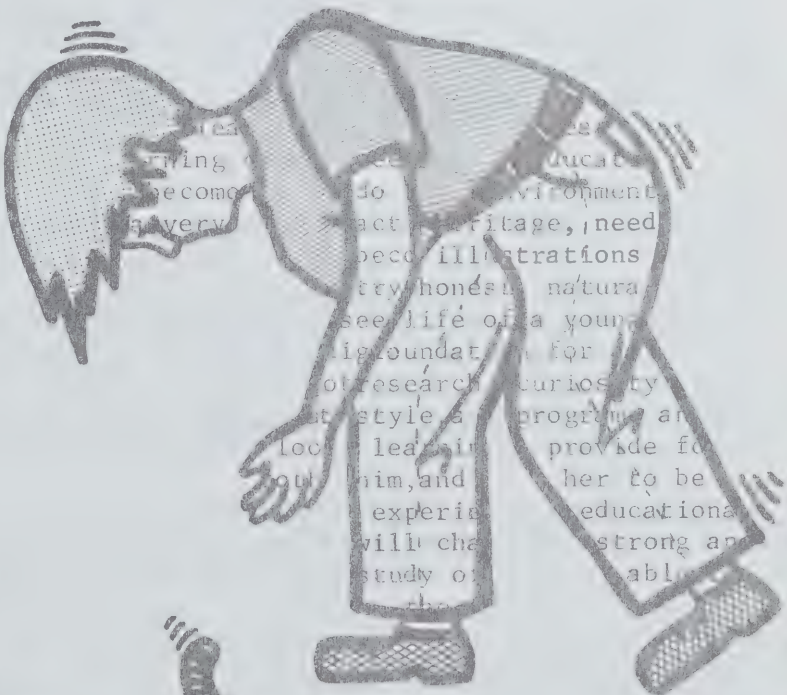
Tribal Council
Fort Belknap Agency
Fort Belknap, Montana

Tribal Council
Fort Peck Agency
Poplar, Montana 59255

Tribal Council
Rocky Boy Reservation
Rocky Boy, Montana



Learning Experiences



Seasons, beauty, the farm, the ranch, birds, insects, spiders, animals, in t
Sounds around us. Who Am I? Seasons. Exploration. There are a great many themes/unit

LEARNING EXPERIENCES

These learning experiences are presented as a resource to help the teachers offer activities that will encourage exploration, discovery and experimentation. Because young children vary in their rate of social, emotional, physical, intellectual development, the activities are set up on a continuum of developmental levels. Thus, the teacher can make a judgment about the level of development of each child and provide appropriate opportunities for self-directed, individual or group work.

There are four major categories: creative development, social development, physical development, and intellectual development. Each category is divided into objectives, expected performance, activities and suggested materials. The suggestions presented for each objective are not exhaustive but are considered a basis to stimulate generation of further learning activities.

An outline of the learning experiences for each category is provided to permit a concise overview. Selection of appropriate experiences from each category should allow the tailoring of a program to meet individual student needs. It is suggested that district goals be kept in mind while selecting learning experiences.

CREATIVE DEVELOPMENT

A. ART

1. Expresses himself to his satisfaction in different art media.

   a. Experiments with paints, crayons, finger paints, (using one or several primary colors). Manipulates clay (making simple round or flat forms).

   b. Paints and colors and does clay work with more representation and imagination. Creates crude forms and simple detail.

   c. Verbalizes about paintings, clay work, etc. Values his work.

2. Becomes aware of the many things that can be made out of common materials.

   a. Improvises art objects out of scrap or craft materials such as paper sacks, egg cartons, berry baskets.

3. Becomes aware of how other people express themselves through art.

   a. Wants to share work with peers.

   b. Wants to share with and appreciate work of others.

B. MUSIC

1. Expresses himself to his satisfaction using sound and rhythm.

   a. Gallops, jumps, walks, sways, etc. in motoric response to music and rhythm.

   b. Sings simple songs and recognizes simple melodies. Experiments with real or improvised instruments.

   c. Responds to rhythm with increasing spontaneity and creativity. Creates songs during the play. Sings with greater voice control.

2. Learns to recognize changes in tempo, dynamics, rhythm, tone.

   a. Experiments with combinations of tones on instruments.

   b. Reproduces sounds and rhythmic patterns.

   c. Identifies the mood of the music.

C. DRAMATIC PLAY

1. Expresses ideas and feeling in actions and words.

   a. Initiates spontaneous dramatic play with peers recreating familiar scenes and roles.

   b. Role plays familiar scenes with familiar characters in a teacher-directed activity. Discusses characters and their feelings.

   c. Acts out problem situations he's trying to understand; role-plays the person he's trying to understand.

2. Uses his imagination freely.

   a. Enjoys stories about the world of fantasy.

   b. Indulges in fantasy play. Takes on roles of make-believe characters.

   c. Makes up stories about imaginary pets or friends.

SOCIAL DEVELOPMENT

A. SELF IMAGE

1. Knows his physical self and has a natural interest in his body.

   a. Self identification.

   b. Is interested in identifying and naming parts of the body -- arms, legs, hands, feet, head, fingers, toes, eyes, ears, nose, mouth.

   c. Learns to associate parts of the body with their functions, e.g.,"I have two eyes and I see with them."

2. Recognizes, labels, and expresses his emotions in acceptable ways.

   a. Manifests such feelings as fear, anger, surprise, affection, happiness, sadness, without being able to label them verbally.

   b. Learns to identify his feelings as happy, sad, fearful, surprised, angry and finds acceptable ways to express them.

   c. Attempts to tell or show why he feels the way he does or what makes him feel sad, happy, fearful, etc.

3. Expresses himself verbally in positive terms.

   a. Is interested in verbalizing his name and age.

   b. Is aware of where he lives.

   c. Wants to tell about the things he can do.

4. Learns to express his social self in positive terms in the context of his family.

   a. Interested in nuclear family.

   b. Interested in expanded family (cousins, aunts, uncles, grandparents and communal family).

   c. Enjoys verbalizing about where his place is in the family -- his relationship to his parents, siblings, and the changing roles of different family members.

   d. Home ties are still paramount.

5. Expresses himself in the context of his peer group.

   a. Interested in the friends he has at school.

   b. Interested in friends he has away from school.

6. Learns to make friends.

   a. Engages in parallel play with friends.

   b. Engages in associative play with friends.

   c. Engages in social dialogue and cooperative play with friends.

   d. Makes special friends. Is possessive at times and discriminates against those outside his group.

7. Expresses his social self in the context of his cultural group.

   a. Enjoys identifying foods that are indigenous to his culture.

   b. Understands some of the language and speech patterns indigenous to his culture.

   c. Interested in himself in reference to his race, his religion, his culture.

8. Explores his community and observes the activities of the people who live and work in his community.

   a. Recognizes familiar places and faces in neighborhood where he lives.

   b. Recognizes pictures of and verbalizes about places he has visited.

B. SELF MANAGEMENT

1. Learns how to cope with his emotions.

   a. Acts out such feelings as anger, fear, surprise, joy impulsively.

   b. Verbalizes feelings. Relates feelings to their causes.

   c. Interacts appropriately with environment as he matures and gains experiences in personal-social experiences.

2. Develops a sense of autonomy.

   a. Develops independence in making own decisions and initiates his own activities.

   b. Helps initiate activities as part of a small group.

   c. Seeks out new experiences independently. Requests assistance from peers as well as adults when it is needed.

3. Shares and takes turns.

   a. Grabs, hoards, wants to be first.

   b. Develops patience in waiting his turn and in having gratification delayed.

   c. Shares with friends.

   d. Cooperates with others. Takes turns and shares.

4. Learns to act with his peers and with adults in accordance with the mores of the community and his culture.

   a. Acts aggressively and is demanding at times. Has difficulty adjusting to children his own age.

   b. Cooperates at times with others on a one-to-one basis, in large or small groups.

5. Reacts to needs of others.

   a. Interested in care and welfare of pets.

   b. Recognizes feelings in others that he has experienced.

   c. Empathizes with child who is sad or hurt. Expresses pleasure at other child's joy.

6. Becomes concerned about such ethical values as honesty, fairness, respect for others.

   a. Behaves in response to external control.

   b. Internalizes moral values of his parents and of his culture.

   c. Begins to differentiate the common good from the more selfish one. Applies his sense of fairness to conflict situations.

PHYSICAL DEVELOPMENT

A. GROSS MOTOR DEVELOPMENT

1. Develops motor coordination of large muscles all under supervision.

   a. Walks, jumps, runs, digs, crawls, slides, tiptoes, using gross motor muscles.

   b. Rides wheel toys, climbs.

   c. Hops, skips, gallops, jumps rope and climbs with greater coordination of gross motor muscles.

2. Develops laterality.

   a. Differentiates one side of body from the other.

   b. Shows a preference for handedness.

   c. Begins to know right hand from left hand.

3. Orients himself in space.

   a. Identifies his own body and its position in space.

   b. Recognizes the relations of different parts of his body to each other and to external objects.

   c. Recognizes different possible body movements that can be made through creative rhythms.

B. FINE MOTOR DEVELOPMENT

1. Develops eye-hand coordination

   a. Hammers, catches and throws randomly. Handles large blocks and large manipulative toys.

   b. Catches and aims and throws more accurately. Hammers nail into board, saws, uses screwdriver and pliers.

   c. Handles small blocks and manipulative toys.

2. Develops finger dexterity.

   a. Scribbles, paints and colors randomly.

   b. Cuts with scissors, turns pages of a book, holds pencil for writings, screws,nuts, bolts.

   c. Draws a progression of geometric figures such as square, circle, triangles, cross lines. Draws simple outline figures such as completing figure of a man. Buttons,zips.

INTELLECTUAL DEVELOPMENT

A. COMMUNICATION

1. Learns the concepts that underlie words.

   a. Manipulates objects in his environment, observes activities, listens to stories -- learning that word concepts are associated with what he is seeing, doing, hearing.

   b. Describes his own observations, manipulations, feelings.

2. Learns to use language as a social tool.

   a. Communicates needs and desires in a variety of situations.

   b. Verbally relates to others in the sharing of materials, books, toys, equipment, and ideas.

   c. Expresses his awareness of and concern for others.

3. Learns to use language spontaneously and expressively, using verbal and non-verbal language.

   a. Expresses his own feelings and desires with words and gestures.

   b. Plays with words, uses silly language. Talks freely about his feelings and experiences.

   c. Creates his own dialogue and gestures while role-playing or participating in dramatic play.

4. Learns to use more precise language.

   a. Uses one word remarks and incomplete sentences.

   b. Uses more complex sentences.

   c. Engages in socialized speech in which he and other children speak and respond to one another. Uses pronouns such as "I, you, he, she, we, they" appropriately.

5. Develops listening skills.

   a. Listens passively as he plays and will recognize and attend to sounds that are familiar.

   b. Listens appreciatively to stories, poems, records, conversations. Listens effectively to directions and announcements.

   c. Listens analytically. Analyzes what he hears and interprets it in terms of his own knowledge and experiences.

6. Feels secure about asking questions.

   a. Asks simple how, what, where, why questions.

   b. Seeks out and acquires information.

   c. Asks questions that require extended answers.

B. PERCEPTION

1. Learns to discriminate visually. (Visual)

   a. Discriminates colors, objects, shapes.

   b. Discriminates parts of a picture or of a puzzle or of a toy.

   c. Discriminates that the printed word might be related to a concrete object in his environment.

   d. Discriminates distances.

2. Learns to discriminate sounds, tones, rhythms, directions of sounds. (Auditory)

   a. Identifies and associates specific sounds with people, animals, objects.

   b. Identifies and repeats various rhythms. Discriminates which direction a sound comes from.

   c. Discriminates tonal differences such as pitch, duration, intensity. Discriminates differences between letter sounds. Associates auditory sounds with visual symbols. (Caution, only if the child has reached the appropriate developmental stage.)

3. Learns to identify various tastes and flavors. (Taste)

   a. Identifies foods that are salty, sweet, bitter, tart.

   b. Names of foods according to taste or flavor.

4. Learns to identify various odors. (Olfactory)

   a. Identifies odors as being pleasant or unpleasant.

   b. Recognizes and labels familiar odors -- such as food odors, gaseous odors, perfumes.

   c. Associates odors with their sources.

5. Recognizes and identifies by touch, various objects, different shapes, heat differences, smoothness, roughness, hardness, softness. (Tactile and Kinesthetic)

   a. Distinguishes shapes and sizes by touch.

   b. Distinguishes heat differences (which is hotter, which is colder). Distinguishes smoothness, roughness, softness of objects.

   c. Identifies an object or distinguishes its texture using only the modality of touch.

C. COLOR RECOGNITION

1. Gains familiarity with colors and their names.

   a. Matches objects of same color.

   b. Identifies and names colors. Later, labels with color words.

   c. Combines two primary colors to create secondary color.

D. SHAPE RECOGNITION

1. Learns geometric shapes.

   a. Matches shapes -- such as circles, squares, triangles, diamonds. Uses three-dimensional manipulatives.

   b. Identifies and labels shapes. Classifies circles, squares, triangles, etc. by name.

c. Picks out objects in his environment that have same shapes as specific shape he is working with.

d. Verbalizes the characteristics of the different shapes.

E. RELATIONAL CONCEPTS

1. Learns concepts of same/different.

a. Matches two objects that have one common attribute (such as color or shape).

2. Learns concepts none/some/all.

a. Recognizes that a total absence of objects means none and total presence of objects means all.

b. Understands the concept of one more and one less.

c. Recognizes that something may have been added to or removed from a total number of objects.

d. Verbalizes when he has none/some/ all of a total number of objects.

3. Learns concepts of part/whole/ relationships.

a. Structures parts into whole in working with puzzles.

b. Creates a new whole when given parts such as blocks, tinker toys, interlocking wooden pieces.

c. Distinguishes figure from ground in pictures.

4. Learns spatial relationships such as up/down, over/under, on/through, around/next to, near/far, close to/away from, left/right, first/last.

a. Points to positions of objects when given a verbal stimulus.

b. Places objects in spatial positions when given verbal stimulus. Verbalizes which is up, which is down, etc. Distinguishes top from bottom, back from front, inside from outside.

c. Has some recognition of which is his right hand, which is his left hand.

5. Learns temporal relationships such as before/after, beginning/end, first/last/next.

   a. Associates activities and events with time periods of day.

   b. Recognizes and verbalizes time sequences in a story or life situations, what comes first, what comes next, what is the beginning, what is the end.

   c. Understands what it means to be first/last/before/after.

   d. Begins to understand the relationship of yesterday, today, and tomorrow.

6. Learns concepts of distance such as near/far, close to/away from.

   a. Places objects close to or away from each other according to a verbal stumulus.

   b. Identifies and verbalizes whether objects are close to or far away from him.

   c. Abstracts idea that certain places are close to home or school or far from home or school.

F. CLASSIFYING

1. Learns to classify on the basis of different categorical criteria.

   a. Matches and sorts according to one attribute such as color, shape, size in this progression of difficulty.

   b. Matches and sorts according to more than one attribute. Identifies common attributes of objects he is categorizing.

   c. Abstracts several attributes in generalizing a classification or category.

G. SEQUENCING

1. Learns seriation and sequencing.

   a. Places objects in a sequential order given a concrete criteria base, such as color and size. Counts sequentially.

   b. Arranges ideas or objects within a developmental sequence or arrangement.

   c. Verbalizes the correct order of events.

H. LEFT TO RIGHT SEQUENCING

1. Learns left-right sequencing.

   a. Follows left-to-right sequencing when telling about a series of 3 or 4 pictures.

   b. Arranges a progressive series of numerals or pictures in left to right sequence.

   c. Prints or reads letters of his name in left-to-right sequence.

I. THE CHILD AND HIS WORLD: ENVIRONMENTAL AWARENESS

1. Becomes aware of himself in relation to the natural forces of the environment.

   a. Shows awareness of different types of weather. Knows he needs heavy clothing on a cold day and light clothing on a warm day.

   b. Knows that the moon is associated with night and the sun with the day. Distinguishes stars and clouds in the sky. Knows that it is cold in the winter, warm in the summer. Knows that some flowers start to bloom in the spring and that some trees lose their leaves in the fall.

   c. Understands that there are some natural forces over which man has no control (weather, earthquakes, floods) and that there are some over which he has some control.

2. Sees that he can exercise some control over the environment.

   a. Helps to pick up and clean up under directed guidance.

   b. Understands that litter and neglect have adverse effects on his environment. Helps in group planning to improve his environment.

   c. Initiates and plans activities that help protect his environment with emphasis on conservation in practical ways.

3. Learns that an inter-dependency exists among all living things.

   a. Shows an interest in and a concern for living things such as plants and animals.

b. Understands that plants, animals and man are interdependent. That the child has to feed and care for his pets, water his plants, etc. Knows that some plants and animals provide him with his food and with some of his clothing.

c. Understands that man has a responsibility to help protect his environment; a responsiblity to protect animal life and not despoil the rivers, lakes and forests.

4. Develops an aesthetic sense. Appreciates beauty in the world around him.

a. Notices and contributes to beauty in the outside environment.

b. Learns about beauty in words, art and music.

J. SCIENCE CONCEPTS

1. Learns that physical matter takes the form of solids, liquids or gases.

a. Identifies solids (a rock, a piece of iron), liquids (milk, water) and gases (smoke, air).

b. Classifies matter on physical basis.

c. Verbalizes about various characteristics of each form of matter.

2. Learns that physical changes can take place in matter.

a. Identifies physical matter in its various forms--such as, ice is another form of matter.

b. Performs simple experiments such as making ice cubes, boiling water and watching the steam form. Explains how the physical changes take place.

c. Predicts possible outcomes of simple experiments.

3. Learns that chemical changes take place in matter.

a. Performs simple experiments to make chemical changes take place in matter.

b. Predicts possible outcomes of the experiments he performs.

K. NUMERAL RECOGNITION AND QUANTIFYING

1. Learns to recognize numerals.

   a. Matches numeral shapes.

   b. Identifies and names numerals.

   c. Prints numerals.

2. Learns the concepts of quantity of number, length, weight, time, interval, temperature.

   a. Associates oneness and twoness with quantity sets.

   b. Acquires an increasing concept of numbers. Matches sets to a numeral. Recognizes equivalent and non-equivalent sets. Verbalizes which quantity is more, which quantity is less.

   c. Identifies the number symbols on a clock, a ruler, a scale, a large thermometer. Recognizes length and weight differences in objects in linear and/or metric systems.

L. LETTER RECOGNITION

1. Learns to recognize large print letter shapes.

   a. Matches large print letter shapes.

   b. Identifies and names letter shapes.

   c. Prints some of the letters of the alphabet (with suggested use of appropriate pencil positions).

M. WORD RECOGNITION

1. Learns to recognize children's names.

   a. Recognizes his printed name.

   b. Recognizes classmate's printed name.

   c. Prints his name.

N. REASONING AND PROBLEM SOLVING

1. Develops reasoning and problem solving skills.

   a. Synthesizes several concepts from a non-present or past experience to form a reason.

   b. Recognizes a problem exists and seeks out pertinent information. Asks questions.

   c. Generates several possible solutions and answers to problems by organizing and processing the information he receives.

   d. Weighs the evidence and evaluates the explanations. Creates, selects and/or rejects solutions and comes up with a probable decision.

UNITS

The use of units is one approach to organizing the instructional program. The interest of the children and the day to day events (e.g.,weather changes, community and national events, new changes in the learning environment) may determine the length and depth of the units used.

Examples of topics around which units could be constructed are:

- -- Who Am I?
- -- Home and Family
- -- Our School
- -- Friends
- -- The Community
- -- Health
- -- Transportation (see source materials)
  - Bicycle
  - Passenger
  - Pedestrian
- -- The Farm (The Ranch)
- -- Seasons
- -- Environment (plants, trees, air, water)
- -- Insects and Spiders
- -- Birds
- -- Animals (woodland, zoo, circus, jungle, ocean, desert, pets)
- -- The Weather
- -- Sounds Around Us
- -- Communication
- -- Story-telling and Literature
- -- Famous People
- -- Early Times
- -- Cultures
- -- Holidays and Birthdays
- -- Music
- -- Beauty

SAMPLE OUTLINE OF A UNIT

I Expected Performances --"Environment."
  A. Understanding Skills and Attitudes to be developed regarding the topic "Environment."

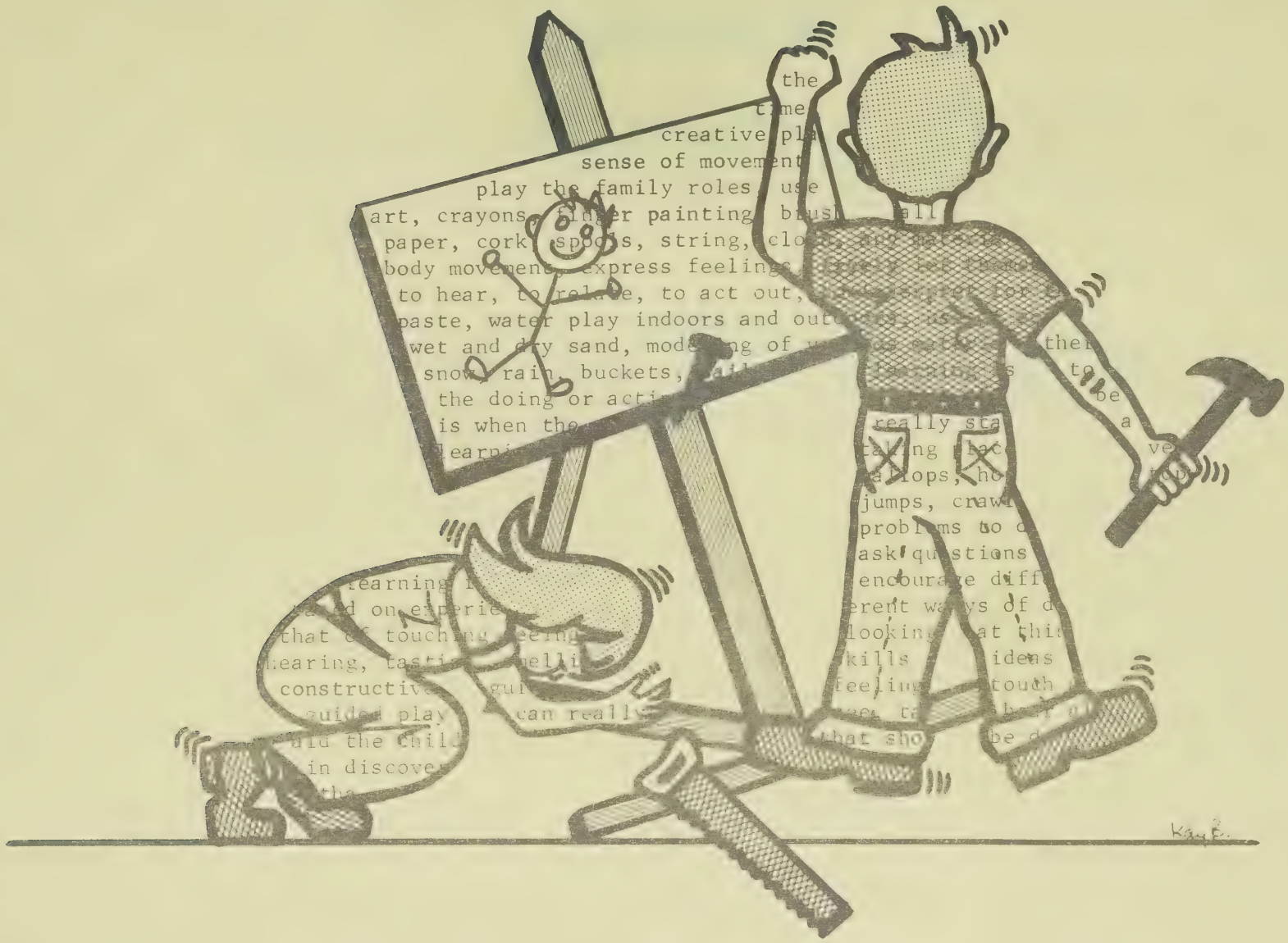
II Activities selected from the four Learning Experiences categories: Creative, Social, Physical, Intellectual.

III Sources of materials, and supporting information, on the topic of "Environment." (For details see the Materials column of Learning Experiences section as well as the How-To, Children's Literature, and Sources of Information sections of this Handbook.)

  A. Books and Stories
  B. Poems and Fingerplays
  C. Audio-visual aids
  D. Songs and Musical experiences
  E. Art activities
  F. Records
  G. Resource people (especially parents)
  H. Art materials
  I. Props
  J. Picture file
  K. Unit related centers (and/or workshops or stations)

IV Evaluation and Summary as measured by the expected performances established for the unit.

...creative development



CREATIVE DEVELOPMENT

Creativity is not limited to art, music, drama, physical education or literature but underlies the entire program. Encourage the children to approach all experiences creatively. Ask questions, encourage different ways of doing or looking at things. Ask " How else do you think this can be done"?

Play can be used throughout the program as a vehicle for learning. Through constructively guided play the child gains new understandings and skills as he puts his knowledge, ideas, and feelings into action. He learns positively because the learning is based on experience -- touching, seeing, hearing, tasting, smelling.

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YOUR COMMENTS

ADDITONAL ACTIVITIES AND/OR MATERIALS

CREATIVE DEVELOPMENT

OBJECTIVE #1 ART -- Expresses himself to his satisfaction in different art media.

EXPECTED PERFORMANCE	ACTIVITIES	MATERIALS
a) Experiments with paints, crayons, finger paints (using one or several primary colors). Manipulates clay (making simple round or flat forms).	Brush painting. Use paint, easels, or spread paper on table tops or on floor. For large mural painting tape large sheets of butcher paper to wall. Several children can work on one mural. Gadget painting. Use cut up sponges, or cut off ends of potato or carrot. Cut a simple design into potato. Dip into thick paint and press on paper. Also can print with empty thread spools, corks, plastic or wooden numerals or alphabet shapes. Finger painting. Use table top, table covered with oil cloth, shelf paper or special fingerpaint paper. Put finger paint in muffin tins, or place two dabs of paint on paper. Crayons. Use large crayons on paper, paper plates, paper sacks. Clay and Play dough. Powdered clay-- for storage, wrap in damp cloth or keep in plastic bag. Mold with small wooden rollers, tongue depressors, wooden hammers, sea shells, cookie cutters etc. Collages. Have children cut pictures from catalogs, magazines, torn or cut-up construction paper, old Christmas cards. Ribbons, sandpaper, fabrics, etc. can also be used. Paste pieces on larger sheets of paper or cardboard. Christmas stamps, yarn, small stones, beans, buttons, leaves, seeds, macaroni, pipe cleaners, cut-up straws, etc. can also be used. Sand play. Use wet and dry sand on different days. Use a watering can, water in a bucket, or a hose to dampen the sand. Set aside an area for digging deep and making mud. Have water handy for making mud, mixing "cement," creating rivers and dams.	12" brush with 3/4" bristles Tempera paint Empty baby-food jars Small milk cartons Butcher paper (large sheets) Newspaper Gadgets Sponges Potatoes Thread spools (empty) Tempera paint (thick) Muffin tins (small flat dishes to hold paint) Finger paint recipe (see Gold section) Powdered clay Plastic bags Wooden rollers, tongue depressors, wooden hammers, sea shells, cookie cutters Magazines, construction paper Christmas cards Ribbons Sandpaper Fabrics Cardboard Sandbox, sifting sieves Small shovels, scoops Muffin tins, pie pans Digging--rocks, board for building bridges, good shovels
b) Paints and colors and does clay work with more representation and imagination. Creates crude forms and simple detail.		

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YOUR COMMENTS	ADDITONAL ACTIVITIES AND/OR MATERIALS

OBJECTIVE #1 CONTINUED ART -- Expresses himself to his satisfaction in different art media.

EXPECTED PERFORMANCE	ACTIVITIES	MATERIALS
	Water. Boards, wheel toys, boxes, fences and outside walls can be "painted" with water. Provide a can of water and a large paint brush.	Water-- egg beaters, wire whips, squirt bottles, measuring cups
	Snow. Snow can be used for shoveling, modeling, rolling.	Shovel, bucket
	Rain. Rain can be caught in buckets or in hands.	
	Indoor water. Water can be used in sink or in bathtub. For table water play, put water in a plastic tub or in large containers.	Large containers
	Feather painting. Either end of feather can be dipped into the paint.	Feathers
	Spatter painting with toothbrush. Place leaves or twigs on paper. Dip toothbrush into tempera and rub over piece of screening which is held above paper. Remove leaf or twig and spattered outline will remain.	Cigar box frame with wire screening, spatter paint (remove bottom of box, staple on piece of screening)
	String or yarn painting. Dip yarn or string into paint. Pull across paper in different directions.	Yarn and paint
	Glitter painting. Paint on paper. Sprinkle glitter on wet paint.	Salt shakers or empty cans of glitter
	Straw painting. Place drops of paint on paper. Blow the drops through a straw. Point straw in different directions to have paint spread.	Straws

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YOUR COMMENTS

ADDITONAL ACTIVITIES AND/OR MATERIALS

CREATIVE DEVELOPMENT

OBJECTIVE #1 CONTINUED: ART -- Expresses himself to his satisfaction in different art media.

EXPECTED PERFORMANCE	ACTIVITIES	MATERIALS
	Chalk with buttermilk. Wet paper with buttermilk. Draw on paper with colored chalk. Chalk takes on appearance of paint.	Paper, buttermilk, chalk
	Styrofoam sculpture. Cut pieces of styrofoam. Connect pieces with toothpicks to create different shapes. Paint.	Styrofoam, toothpicks, paint
	Sculpturing. Provide large pieces of ceramic clay or play dough. After child creates form, let it dry. It can then be painted with tempera paint to which Elmer's glue has been added. This gives it a shiny finish.	Clay or playdough, tempera paint and Elmer's glue
	Mobiles. Bend clothes wire into round shape. Cut out shapes of construction paper, cut up Christmas cards or pieces of foam. Attach to wire with pieces of string.	Clothes wire, Christmas cards Pieces of foam, string
c) Verbalizes about paintings, clay work, etc. Values his work.	Encourage child to freely express his reactions to his experiences with the various media. (The activity and the experience of expressing his feelings about what he has done are more important than the aesthetic quality of the works produced.) Try to display his work where he and his peers can see it and talk about it. Let him take it home so that his family can have the opportunity to take pride in his demonstrated proficiency, and make a place for the child's work to be displayed. Title or description often given by child and recorded by teacher of a picture or work of art.	Collect paintings and drawing to be sent home at one time. Put them in an art folder made for each child..(large sheets of construction paper stapled together on three sides).

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YOUR COMMENTS

ADDITONAL ACTIVITIES AND/OR MATERIALS

CREATIVE DEVELOPMENT

OBJECTIVE #2 ART -- Becomes aware of the many things that can be made out of common materials.

EXPECTED PERFORMANCE	ACTIVITIES	MATERIALS
a) Improvises art objects out of scrap or craft materials such as paper sacks, egg cartons berry baskets etc.	Paper sack puppets. Shred old newspapers by tearing into small pieces. Stuff sack with shredded paper. Tie at neck. Draw face with felt pen. Glue on pieces of yarn for hair.	Paper sacks, newspapers Felt pen Yarn
	Paper sack Easter Bunnies. Stuff neck. Paste on large paper ears. Draw or paste on eyes, nose, mouth.	Paper, paste
	Paper sack Halloween Pumpkins. Stuff large sacks full and round. Paint orange. Paint tied end with small amount of green paint to look like a stem. Cut eyes and mouth from black paper; paste on one side of sack.	Sacks Tempera paint
	Baskets. Decorate plastic berry baskets with colored pipe cleaners, yarn or string. Make handle out of twisted pipe cleaners.	Berry baskets (plastic) Pipe cleaners, yarn, string
	Egg carton Jewelry Boxes. Mix tempera with white glue. Paint egg cartons and sprinkle with glitter.	Egg cartons, tempera, white glue
	Macaroni Beads. Paint macaroni (or rigatoni) in bright colors. Let dry, string on pieces of telephone cable or other type of wire.	Macaroni, rigatoni Telephone wire, other wire
	Airplanes. Hammer scraps of wood into airplane shapes. Paint and decorate.	Scraps of wood Paint
	Pine Cones. Paint. Sprinkle with glitter.	Pine cones, paint, glitter
	Junk Collages.	Junk-- buttons, nails, bark, weeds, bottle caps, popcorn etc.

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YOUR COMMENTS

ADDITONAL ACTIVITIES AND/OR MATERIALS

OBJECTIVE #3 ART -- Becomes aware of how other people express themselves through art.

EXPECTED PERFORMANCE	ACTIVITIES	MATERIALS
a) Wants to share work with peers.	Children can share their products with those in the class.	
b) Wants to share with and appreciate work of others.	Members of community, and the teacher herself, can share their appreciation and products. Painters, architects, potters, sculptors, landscape gardeners, interior decorators, photographers, window dressers etc.	

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YOUR COMMENTS

ADDITONAL ACTIVITIES AND/OR MATERIALS

OBJECTIVE #1 MUSIC -- Expresses himself to his satisfaction using sound and rhythm.

EXPECTED PERFORMANCE	ACTIVITIES	MATERIALS
a) Gallops, jumps, walks, sways, etc. in motoric response to music and rhythm.	Provide space for rhythmic movements indoors and outdoors. Rythmic activities help child develop bodily control as well as a sense of rhythm. Use records, piano, drums, autoharp, voice, to present music that has a regular rhythm that is easily followed Let child respond in his own way -- walking, hopping, whirling, galloping, jumping, skipping, running, swinging, tiptoeing, rocking, sliding. Have the child move to the music when he is playing an instrument. Have him feel the beat when he is clapping his hands, snapping his fingers, clicking his tongue, tapping his feet, swinging his arms. Have the children lie on the floor as limp as a rag doll while a short record is being played. Then have them roll over on hands and knees and start to grow taller and taller as the sound of the music grows louder. Then have them suddenly flop and go all the way down. Provide scarves, balloons or paper streamers for creative rhythmic activities.	Records (see Gold Section) Indian Chants Mexican Folk Songs Spanish and Mexican Folk Music of New Mexico "Echoes of Africa"in Folk Songs of the Americas Clap your hands to the tune of"Row, Row, Row your Boat. (see Gold Section) Instruments--(see Gold Sectio Drums, rhythm sticks Maracas Scarves, balloons, paper streamers
b) Sings simple songs and recognizes simple melodies. Experiments with real or improvised instruments.	Use a variety of songs -- songs about everyday experiences about holidays, counting songs, cowboy songs, action songs, folk songs, songs about pets and other animals, nonsense songs, Mother Goose rhymes, Dr. Seuss songs. Songs should be brief, simple, melodious. Words should be easy for child to use. Let children use real instruments--drums, guitars,piano autoharp,xylophone,chromatic bar bells,maracas,tambourines etc.	

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YOUR COMMENTS	ADDITONAL ACTIVITIES AND/OR MATERIALS

OBJECTIVE #1 MUSIC-- Expresses himself to his satisfaction using sound and rhythm.

EXPECTED PERFORMANCE	ACTIVITIES	MATERIALS
	Let children help create their own instruments-- drums maracas, rhythm sticks, jingle claps, plate shakers, etc.	Shakers (see Gold section) Sand blocks
	Fill several glasses with different levels of water. When they blow into the glasses they will hear different sounds. They can blow into empty pop bottles and create sounds.	
	Have children walk around the room striking different surfaces. Talk about the different sounds. "Is it a low tone, a high tone?"	
c) Responds to rhythm with increasing spontaneity and creativity. Creates songs during the play. Sings with greater voice control.	Give each child a soft scarf or crepe paper streamer. Ask how many ways they can sway the scarf or streamer as a rhythmic record is played.	Records (see Gold section) The Nutcracker Suite Pictures at an Exhibition Carnival of Animals Peter and Wolf
	Play a classical record on record player. Set out paper and paint or crayons. Child can paint or draw in response to how the music makes him feel.	
	Tape record original songs that are created by the children -- songs that are made up by one child or by a group of children, or new verses that are created for songs they already know.	
	Have children explore different ways of moving their bodies rhythmically by suggesting that they figure out how many ways they can get from one spot to another (creeping, rolling etc.), how many ways they can roll their bodies, how many parts of their bodies they can swing. Can they crawl like a snail, gallop like a horse, jump like a horse, jump like a Jack-in-the-box, fly like a bird?	

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YOUR COMMENTS	ADDITONAL ACTIVITIES AND/OR MATERIALS

CREATIVE DEVELOPMENT

OBJECTIVE #2 MUSIC -- Learns to recognize changes in tempo, dynamics, rhythm, tone.

EXPECTED PERFORMANCE	ACTIVITIES	MATERIALS
a) Experiments with combinations of tones on instruments.	Provide drums in graduated sizes so child can explore the different qualities of sound that can be produced.	Drums (see Gold section)
	Have child hold small instruments such as triangles and tambourines in different positions, in order to discover how to get the best sound.	Triangles, tambourines
	Have children discover that the thicker strings on a guitar make a lower, deeper sound and the thin strings are the high notes. Show them what the back of a piano looks like and that the thick wires make the low tones and the thin wires the high tones.	Guitar Piano
	Allow for lots of individual experimentation of each instrument with and without musical accompaniment.	
b) Reproduces sounds and rhythmic patterns.	Use songs, games, nursery rhymes that encourage rhythmic movement. Have children clap the beat while singing, walk the beat while singing, and walk and clap the beat while singing.	Children sit facing each other. Partners rock back and forth to the beat while singing"Rub-a-dub-dub"(see Gold section)
c) Identifies the mood of the music.	Play or sing a song in different keys and tempos.	Songs -- "A visit to my little Friend" "To move is to be"

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YOUR COMMENTS

ADDITONAL ACTIVITIES AND/OR MATERIALS

OBJECTIVE #1 DRAMATIC PLAY -- Expresses ideas and feelings in actions and words.

EXPECTED PERFORMANCE	ACTIVITIES	MATERIALS
a) Initiates spontaneous dramatic play with peers recreating familiar scenes and roles. b) Role plays familiar scenes with familiar characters in a teacher-directed activity. Discusses characters and their feelings. c) Acts out problem situations he's trying to understand; role-plays the person he's trying to understand.	Provide space, materials, and time for dramatic play. If it is feasible, mark off one area or section of the room using a low, portable screen or bookcase. Since dramatic play grows out of the child's experiences provide these experiences through field trips, contacts with people, books, stories, pictures, records. Read or tell short story. Story should be about something the children do in their everyday living, or about things they are familiar with. Provide dress-up clothes and other accessories to encourage children to assume the roles of the different characters. Role-playing techniques can be introduced through use of pantomime games. Start the game by using gestures to show emotions, actions, feelings, and let children guess what you are doing. Then children can experiment using gestures without dialogue. Suggest that they pretend they are angry, sad, sleepy, surprised. They can pretend they are sweeping floor, making beds, rolling out tortillas, etc. Introduce role-playing when children need to prepare to meet a new situation. (Doctor or nurse role-playing situations can be set up before child is to be given his health check-ups and after they have been to the clinic.) Reverse roles with the child in a dramatization. Let him take your role, while you play his part. Have children reverse roles with other children.	Boxes for cupboards or closet Pillow and small blanket Boxes and crates for stove, refrigerator etc. (if using wooden crates put two together to fix the slats in solid) House or special hide-out can be a table covered with a blanket Dress-up clothes for boys and girls Lunch boxes, purses, dishes Suitcases, ironing boards Pots, pans, puppets, dolls For doctor-playing role Stethoscope, small flashlight, small carrying case For nurse-playing role- Nurse's cap, white apron Plastic swizzle stick for hypo

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YOUR COMMENTS	ADDITONAL ACTIVITIES AND/OR MATERIALS

CREATIVE DEVELOPMENT

OBJECTIVE #1 DRAMATIC PLAY -- Expresses ideas and feelings in actions and words.

EXPECTED PERFORMANCE	ACTIVITIES	MATERIALS
	Action Pantomime. Teacher tells story and models action, "Pretend you are a tiny seed sleeping in the ground." (Children curl up on the floor) "Then the rain comes and then the sun shines. The seed starts to grow." (Children start to lift their arms up slowly.) "The tree is starting to grow taller and taller." (Children stand up tall, raising arms up as high as they can.) "Then it is a giant tree in the forest." (Children jump up high with arms raised.)	

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YOUR COMMENTS

ADDITONAL ACTIVITIES AND/OR MATERIALS

OBJECTIVE #2 DRAMATIC PLAY -- Uses his imagination freely.

EXPECTED PERFORMANCE	ACTIVITIES	MATERIALS
a) Enjoys stories about the world of fantasy.	When child is ready to distinguish between fact and fantasy, introduce simple fairy tales. Stories about talking animals appeal to the three and four year olds, while stories of fairies, giants and mythical heroes appeal to the five and six year olds. (The child with emotional problems may not be able to handle fantasy.) Emphasize the difference between what really happens and what a fairy tale is, by starting out with "Once upon a time." Suggest different ways of looking at things. How does the furniture in the room look when you're upside down? How does the room look when you're standing on a ladder?	Costume ideas Pirates - eye patch, hat Cowboys - hat, scarf for neck Superman - large triangle of cloth or scarf to be worn as cape Queen - paper crown, long dress, jewels Princess - long dress
b) Indulges in fantasy play. Takes on roles of make-believe characters.	Encourage children to act out some of the stories they hear by providing accessories such as: puppets, and simple costumes, large packing box can be used as a TV set. (Cut a large opening in the box through which the "actors" can be seen on screen. Box should be large enough for children to get into.)	
c) Makes up stories about imaginary pets or friends.	Permit time for daydreaming. Give children many opportunities to think and speak creatively, to manipulate, to explore, and to experiment. Write down the children's stories and ideas. Make a "book" out of sheets of paper that are stapled together. Child can draw a cover page. Write his stories, songs and poems in his book. Read his stories back to him often.	

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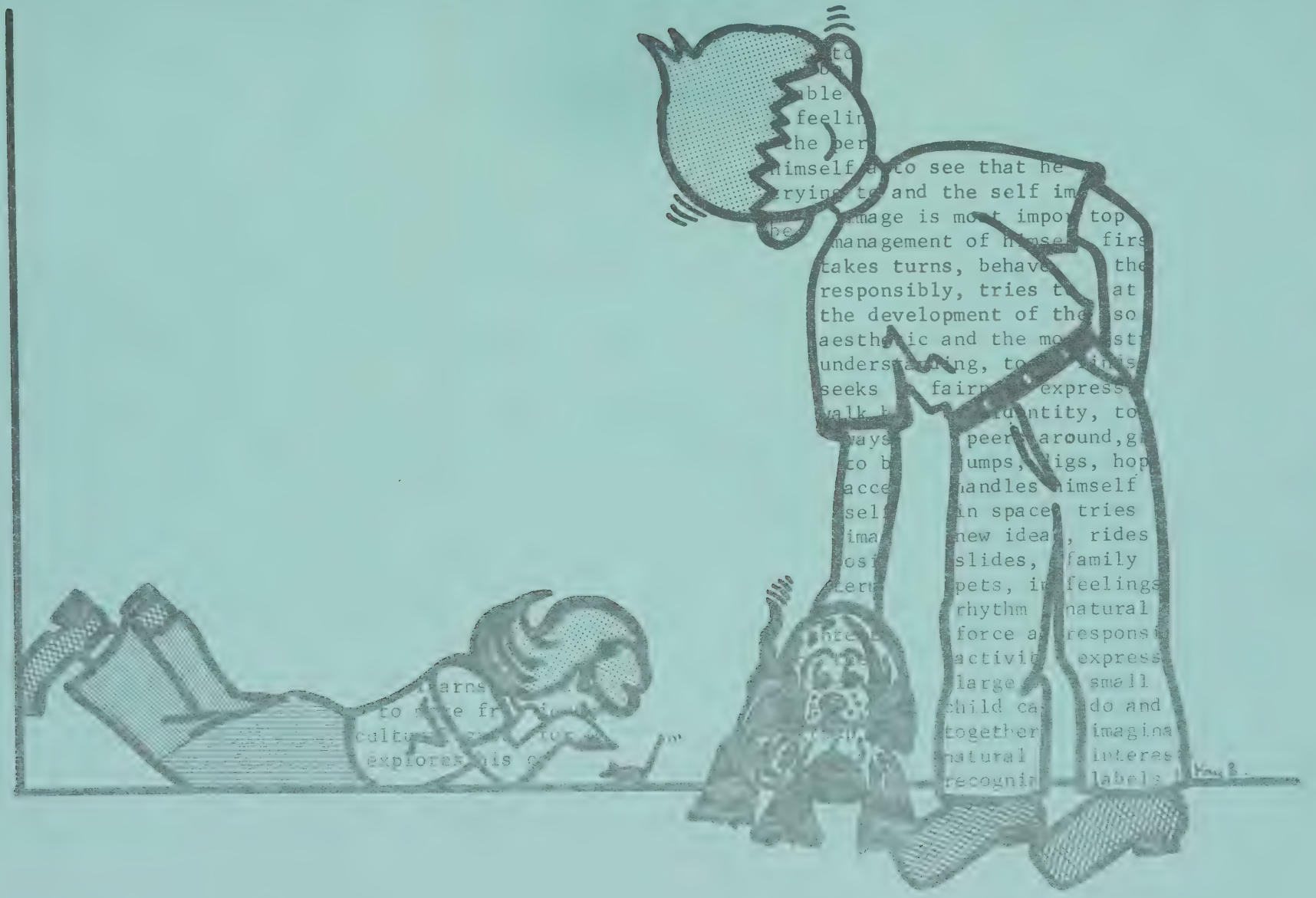
YOUR COMMENTS

ADDITONAL ACTIVITIES AND/OR MATERIALS

...social development



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YOUR COMMENTS

ADDITONAL ACTIVITIES AND/OR MATERIALS

SOCIAL DEVELOPMENT

OBJECTIVE #1 SELF IMAGE -- Knows his physical self and has a natural interest in his body.

EXPECTED PERFORMANCE	ACTIVITIES	MATERIALS
a) Self Identification	Have snapshots taken of each child. Hang snapshots on wall or on bulletin board. Paste picture of each child on a name-tag that is pasted above coat hook. Or cut out magazine picture of a boy or of a girl and paste on child's name tag. Encourage each child to identify himself in snapshot and to talk about himself or herself. Have child look at himself in mirror. Let child role-play part of mother, of father, of cowboy etc. Give child a place of his own in the classroom -- a locker with his name on it, -- a coat hook with his name tag, -- a shoe box to put his personal possessions in, -- something that is just for him, Teacher should be aware that clothing and appearance affect the self image of the child.	Camera Mirror Magazines Books about boys and girls Childcraft Vol 14 About Me Tape Recorder
b) Is interested in identifying and naming parts of body-- arms, legs, hands, feet, head, fingers, toes, eyes, ears, nose, mouth.	(Teacher) Point to part of body and say, "This is my head. Touch your head." "This is my mouth. Touch your mouth." Continue with other parts of the body. When children have learned this, then just use commands such as-- "Touch your head, your hips, your legs etc." Play games such as "Simon Says." Children can take turns being"Simon"and giving commands.	Records "I'm dressing myself" "Nothing to do" "I wish I were" Puzzles that emphasize parts of the body Books-- The Very Little Boy The Very Little Girl Phyllis Krasilovsky

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YOUR COMMENTS	ADDITONAL ACTIVITIES AND/OR MATERIALS

SOCIAL DEVELOPMENT

OBJECTIVE # 1 SELF IMAGE -- Knows his physical self and has a natural interest in his body.

EXPECTED PERFORMANCE	ACTIVITIES	MATERIALS
	Singing games such as"Hokey Pokey"or"Looby Loo."	
c) Learns to associate parts of the body with functions e.g., "I have two eyes and I see with them."	Place large sheet of butcher paper on floor. Child lies on sheet of paper. Either teacher or another child draws outline of child's body using marking pens or crayons.	Large sheets of paper, paints brushes, marking pens, crayons plaster of paris, modeling clay
	Child then gets up and using marking pens or crayons or paints, draws in facial features, hair, clothes etc. This can be done at beginning of school year and again at end to see how child's perception of himself has changed and to see how much larger he has grown.	Mirrors, magazines
	Cut up paper dolls. Have children re-assemble them.	Paper, scissors
	Collect different magazine pictures of body parts. Have children identify them. Acknowledge the fact that there are physical body differences in boys and girls.	
	Make prints of hands using paint. Have children make hand print or foot print in modeling dough which dries hard,or,in soft plaster of paris which hardens.	Paint Modeling dough Plaster of Paris
	Trace outlines of hands and feet.	Books My Five Senses Aliki Whistle for Willie Ezra Jack Keats

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YOUR COMMENTS

ADDITONAL ACTIVITIES AND/OR MATERIALS

SOCIAL DEVELOPMENT

OBJECTIVE #2 SELF IMAGE -- Recognizes, labels, and expresses his emotions in acceptable ways.

EXPECTED PERFORMANCE	ACTIVITIES	MATERIALS
a) Manifests such feelings as fear, anger, surprise, affection, happiness, sadness, without being able to label them verbally.	Using books and magazine pictures showing people manifesting different emotions, tell children about the pictures. In reading stories, say something about how the characters feel. Comment on how the children are feeling such as -- "Bobby is sad because he misses his mother,"or,"Jane is angry because Sue grabbed her toy"-- thus giving the children labels for their feelings.	Old catalogs, magazines Camera Tape recorder Books Love is a Special Way of Feeling Joan Anglund Sad Adam--Glad Adam Christopher Davis
b) Learns to identify his feelings as happy, sad, fearful, surprised, angry and finds acceptable ways to express them.	Ask child to dramatize how he acts when he is happy, when he is sad, when he is angry, surprised. Have children cut out magazine pictures of people showing different emotions and have them paste pictures on a large sheet of construction paper. Label the pictures for the children. Have children make angry, happy, sad faces while looking in a mirror.	Mirror, puppets, paste Old catalogs and magazines Book--Birthday for Frances Russell Hoban Frances Face-Maker William Cole Songs Sesame Street Songs Dress up clothes Dramatic play props Mirrors Puppets
c) Attempts to tell or show why he feels the way he does or what makes him feel sad, happy, fearful.	Using books and pictures with faces showing different emotions, ask child to tell how he thinks person in the picture feels and why he thinks the person feels that way. Play a guessing game such as "Does that person feel happy, sad, puzzled?"	

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YOUR COMMENTS	ADDITONAL ACTIVITIES AND/OR MATERIALS

SOCIAL DEVELOPMENT

OBJECTIVE #3 SELF IMAGE -- Expresses himself verbally in positive terms.

EXPECTED PERFORMANCE	ACTIVITIES	MATERIALS
a) Is interested in verbalizing his name and age.	Use child's name every time you speak to him. Encourage child to say his own name and the names of the other children. Using manuscript form, write the child's name on all papers, pieces of art work, etc. Spell it out to him as you write it. Place name tag where he hangs his coat, where he puts his art work. Use his name in songs where name substitutions can be used. Talk about child's age. When he has a birthday, have a small party in the school, one in which the child can have some special involvement such as putting frosting on the cup cakes or cookies.	Books When I Grow Up L. Lenski The Growing Story R.Krauss Tape Recorder
b) Is aware of where he lives.	Take walks in neighborhood. Have the child show where he/she lives. Write each child's name on a large card. Under each name write each child's address. Pin cards on wall or bulletin board. Each day take card down and read it to the child until he becomes familiarized with his full name and his address. Take children on walks around neighborhood and visit a child's or teacher's home.	Books The Little House Virginia Burton A House for Everyone B. Miles Pictures of different types Tagboard for name cards Blocks, doll house furniture Art supplies

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YOUR COMMENTS	ADDITONAL ACTIVITIES AND/OR MATERIALS

SOCIAL DEVELOPMENT

OBJECTIVE #3 SELF IMAGE -- Expresses himself verbally in positive terms.

EXPECTED PERFORMANCE	ACTIVITIES	MATERIALS
c) Wants to tell about the things he can do.	Display child's art work and anything he has built at the woodworking table. Let his block towers and buildings stay up as long as possible. Give him the opportunity to verbalize about what he has done. Take snapshots of him climbing, riding a trike, throwing a ball, playing with friends, feeding a pet. Display pictures where child can see them and talk about them. Bring objects from home to be displayed by child or classmate of week.	Tape recorder

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YOUR COMMENTS

ADDITONAL ACTIVITIES AND/OR MATERIALS

SOCIAL DEVELOPMENT

OBJECTIVE #4 SELF IMAGE -- Learns to express his social self in positive terms in the context of his family.

EXPECTED PERFORMANCE	ACTIVITIES	MATERIALS
a) Interested in nuclear family.	Have child draw pictures of his family. Discuss pictures with child, having him verbalize who each member is. Note which member child draws in greatest detail. Discuss how many sisters and/or brothers he has. Ask what their names are. Use flannel board family.	Paper, crayons, paint Dolls Family hand puppets Housekeeping furniture Dress-up clothes Books And Now Miguel J. Krumgold Happy Birthday to You Dr. Seuss
b) Interested in expanded family (cousins, aunts, uncles, grandparents and communal family).	Interested about verbalizing about his grandparents, cousins etc. Set up role-playing situations with dress-up clothes.	
c) Enjoys verbalizing about where his place is in the family-- his relationship to his parents and his siblings and about the changing roles of different family members.	Have child paste cut-out paper outline figures of different family members on large sheet of construction paper to show structure of family. Larger size cut-outs for adult members of family, smaller sized figures cut out of tagboard for younger members of family. Print names of family members under each figure as child tells you names. Set up dramatic play situations so child can have the opportunity to act out how he sees his mother's role, his father's role, his siblings' roles. Emphasize his own importance in the family.	Tagboard cut out figures paper doll sized Paste Construction paper Housekeeping furniture Dress-up clothes Family hand puppets Books When You were a Little Baby R.Berman The Little Girl and her Mother B. DeRegniers
d) Home ties are still paramount.	Parent involvement in the classroom. Use parents as resource people to share their skills and interests.	Whose Little Bird Am I L. Weisgard Ask Mr. Bear M. Flack Finger Play (see Gold section)

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YOUR COMMENTS

ADDITONAL ACTIVITIES AND/OR MATERIALS

SOCIAL DEVELOPMENT

OBJECTIVE #5 SELF IMAGE -- Expresses himself in the context of his peer group.

EXPECTED PERFORMANCE	ACTIVITIES	MATERIALS
a) Interested in the friends he has at school.	To have children learn each other's names, have them sit on floor in informal circle. Roll a ball to,or point to,a child and have everyone sing "I have a new friend and his name is Manuel." Roll a ball to,or point to,the next child and have everyone sing "I have a new friend and his/her name is...."	Ball
	Take pictures of class group. Pin on bulletin board where children can see them and talk about them.	Camera
b) Interested in friends he has away from school.	Have multi-ethnic pictures of children playing in parks on city streets, in rural areas. Give children opportunity to talk about the pictures and to talk about what they do and who they play with when they are not at school.	Pictures Magazines Books A Friend is Someone Who Likes You J.W. Anglund

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YOUR COMMENTS	ADDITONAL ACTIVITIES AND/OR MATERIALS

SOCIAL DEVELOPMENT

OBJECTIVE # 6 SELF IMAGE -- Learns to make friends.

EXPECTED PERFORMANCE	ACTIVITIES	MATERIALS
a) Engages in parallel play with friends.	Use block play, doll play, sand box play to encourage socialization. Use rocking boat, table toys, outdoor equipment to encourage play.	Sand Box Dolls Blocks Movie We Play and Share Together
b) Engages in associative play with friends.	(Block play, dramatic play, doll house.) Play games in which many children can participate, such as "Musical Chairs," "Looby Loo," "Simon Says."	Blocks Dolls and doll house furniture
c) Engages in social dialogue and cooperative play with friends.	Cooperative building and cooking activities with more social interchange involved. Also, games in which one child has a turn as a leader such as "Follow the Leader."	Woodworking table Blocks Books on different people in the community
d) Makes special friends. Is possessive at times and discriminates against those outside his group.	Help children bring outsiders into their small play groups by suggesting "Jimmy can be the milkman and deliver the milk to you." "Mary can saw another piece of wood, while you hammer on that board."	Hammer, nails, woodworking tools Dramatic play props Dress-up clothes

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YOUR COMMENTS

ADDITONAL ACTIVITIES AND/OR MATERIALS

SOCIAL DEVELOPMENT

OBJECTIVE #7 SELF IMAGE -- Expresses his social self in the context of his cultural group.

EXPECTED PERFORMANCE	ACTIVITIES	MATERIALS
a) Enjoys identifying foods that are indigenous to his culture.	Have pictures of foods that are characteristic of child's ethnic group or culture. At snack time or meal time, have children help prepare and serve some of these foods. For example -- very young children can mix and roll out their own tortillas. Have a parent come in to cook a special food -- Lefse, Fry Bread, Corn Pone etc. (see Gold section) Use parents as resource people to share skills and interests.	Magazines Food items Books Whistle for Willie Ezra Keats Welcome Roberto:Bienvenido Roberto. Mary Serfozo In My Mother's House Ann Clark Snowy Day. Ezra Keats Papa Pequeno:Papa Small Lois Lenski Cowboy Small. Lois Lenski I Am Here:Yo Estoy Aqui Rose Blue Gilberto and the Wind Marie Ets Black is Beautiful Ann McGovern Juan and Juanita Sara Klein Puppets Records Songs in Spain for Children American Indian Tales for Children
b) Understands some of the language and speech patterns indigenous to his culture.	Sing songs in the language of the child's ethnic group. Read stories in that language. Have conversations with the child in that language. Use records. Have bilingual parents come to school and use the other language. Point out that there are many languages in the world. Use books, records etc. to illustrate.	
c) Interested in himself in reference to his race, his religion, his culture.	Read stories about different kinds of people. Pin pictures on wall of people of different ethnic groups. Have different types of puppets -- puppets, brown, black. Do not stress values that may be in conflict with home values. Teach the child about our diversified cultural heritage. Celebrate the special holidays in the pre-school program. Use records with the music of the child's group. Have parents come to school and show special clothing and tell about special customs.	

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YOUR COMMENTS

ADDITONAL ACTIVITIES AND/OR MATERIALS

SOCIAL DEVELOPMENT

OBJECTIVE #8 SELF IMAGE -- Explores his community and observes the activities of the people who live and work in his community.

EXPECTED PERFORMANCE	ACTIVITIES	MATERIALS
a) Recognizes familiar places and faces in neighborhood where he lives.	Take children on walks around neighborhood. Visit his home with him and perhaps the teacher's home too.	
b) Recognizes pictures of and verbalizes about places he has visited.	Take children on visits to the fire stations, the post office, the library, museums, stores, shopping centers, service stations, neighborhood health clinics.	Books Fireman Small L.Lenski: Walck
	Use pictures of community workers, read books about fire stations, firemen, supermarkets, doctors, policemen etc.	Community Worker Puppets Community Worker Pictures Blocks
	Have children build service stations, fire houses, farms, ranches, etc. using blocks and community worker dolls and puppets.	

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YOUR COMMENTS

ADDITONAL ACTIVITIES AND/OR MATERIALS

SOCIAL DEVELOPMENT

OBJECTIVE #1 SELF MANAGEMENT -- Learns how to cope with his emotions.

EXPECTED PERFORMANCE	ACTIVITIES	MATERIALS
a) Acts out such feelings as anger, fear, surprise, joy impulsively.	Help the child understand what his feelings are by telling him what his feelings are, and by helping him channel them in an acceptable manner. Clay work, hammering, large motor activity are all acceptable ways of working off angry feelings. When reading, stop and discuss feelings of characters in stories. Use books such as Where the Wild Things Are, by Maurice Sendak. Let the children make-believe they are "The Wild Things."	Books Where the Wild Things Are M. Sendak Caps for Sale Esphyr Slobodkina Curious George H.A. Rey Woodworking table Sand Table
b) Verbalizes feelings. Relates feelings to their causes.	Set up dramatic play situations where the children act out feelings. Use dress-up clothes, puppets. Have him act like a ferocious lion, a timid kitten, a happy clown. Help the child understand it is normal for him to feel the way he does by commenting "It's OK to feel sad when you lose something or someone important to you" or "I know you are angry with Sue because she knocked down your block tower."	Props for dramatic play Puppets Dress-up clothes
c) Interacts appropriately with environment as he matures and gains experiences in personal-social experiences.	Encourage small group of children to help plan the day's activities. When children are sharing something interesting they have done or seen with the group, the teacher can help prevent having a few children dominate the situation with a simple reminder such as "You have told us about one thing, now another child needs a turn to tell us something."	

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YOUR COMMENTS

ADDITONAL ACTIVITIES AND/OR MATERIALS

OBJECTIVE #2 SELF MANAGEMENT -- Develops a sense of autonomy.

EXPECTED PERFORMANCE	ACTIVITIES	MATERIALS
a) Develops independence in making own decisions and initiates his own activities.	Help the child to develop trust in himself and in others by giving him warmth and understanding and helping him feel secure. Respect his statement "I can do it myself." Play "I can do it myself" games. Let child demonstrate his ability to do such things as put on his jacket, put away his toys etc.	
b) Helps initiate activities as part of a small group.	Give the child opportunities to make choices within limits. Give him the opportunity to be the leader of a small group activity such as leading the game "Simon Says." On playground, put out jumping or lassoing ropes, balls, wheel toys etc. Allow children opportunity to set up their own games.	Jump rope Lasso rope Balls Wheel toys
c) Seeks out new experiences independently. Requests assistance from peers as well as adults when it is needed.	Respect the child's desire to make choices but also give him the security of knowing that there are specific limits, that there are some rules that have to be enforced by adults, that the teacher will provide the guidance and security he needs.	

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YOUR COMMENTS

ADDITONAL ACTIVITIES AND/OR MATERIALS

SOCIAL DEVELOPMENT

OBJECTIVE #3 SELF MANAGEMENT -- Shares and takes turns.

EXPECTED PERFORMANCE	ACTIVITIES	MATERIALS
a) Grabs, hoards, wants to be first.	Set up parallel group play with each child using identical materials such as clay, puzzles, manipulative table toys. Assure the child he will get a turn with a statement such as "A turn for you too" or "I will call you for a turn soon." Simple game for learning to take turns. Have 4 or 5 children wait while each one gets a turn to jump over a block or other flat toy. Use name substitution in nursery rhyme "Jack be nimble, Jack be quick, Jack jump over the candle stick."	Clay Puzzles Manipulative table toys
b) Develops patience in waiting his turn and in having gratification delayed.	Assure child his/her turn will come next or soon and make sure it does so that child can develop trust. Set up system of taking turns riding trikes, using paint easels, listening to a record, etc. Can write child's name on a list, hang it on bulletin board, saying "Here is your name under Tommy's name." "When Tommy finishes his turn, you get the next turn." Write child's name on board or list to let him know that he will get a turn to help with the snacks, paint at the easel, etc. tomorrow.	

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YOUR COMMENTS

ADDITONAL ACTIVITIES AND/OR MATERIALS

SOCIAL DEVELOPMENT

OBJECTIVE #3 SELF MANAGEMENT -- Shares and takes turns.

EXPECTED PERFORMANCE	ACTIVITIES	MATERIALS
c) Shares with friends. Hoards less.	Let children know that while some materials and toys can be used by all children, others can be used by only a few children at one time. Allow children to help decide how many children can use certain equipment or materials at one time -- such as how many children can use the doll house area, the block area etc. Provide alternative activities for the other children.	
d) Cooperates with others. Takes turns and shares.	Set up small group activities -- building a club house together, helping to set up the classroom for a special activity, putting equipment away with the teacher lending guidance.	Table games Checkers, lotto, dominoes

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YOUR COMMENTS

ADDITONAL ACTIVITIES AND/OR MATERIALS

SOCIAL DEVELOPMENT

OBJECTIVE #4 SELF MANAGEMENT -- Learns to act with his peers and with adults in accordance with the mores of the community and his culture.

EXPECTED PERFORMANCE	ACTIVITIES	MATERIALS
a) Acts aggressively and is demanding at times. Has difficulty adjusting to children his own age.	Provide guidance when the child is having difficulty interacting with others by giving suggestions such as "Johnny can build the garage out of blocks while Susie and Louis wash the wooden trucks." Plan a balance of quiet and active group play since increased tension causes children at this age level to become over-excited. Help the child find suitable expression for his feelings and help channel his feelings with such expressions as "I know you are very angry, but I can't let you hit Johnny."	Large motor toys Blocks Trucks
b) Cooperates at times with others on a one-to-one basis, in large or small groups.	Provide some wooden crates and old wheels and have a small group of children build a vehicle --a car, or truck, as a group project. Provide empty cartons or crates and some old blankets and have several children plan a clubhouse. Provide dress-up clothes, housekeeping furniture, other props to allow children to set up their own dramatic play situations. Give the children the opportunity to plan how they are going to go about accomplishing the projects.	Wooden crates, old wheels Cartons Old blankets Dress-up clothes Housekeeping furniture

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ADDITONAL ACTIVITIES AND/OR MATERIALS

SOCIAL DEVELOPMENT

OBJECTIVE #5 SELF MANAGEMENT -- Reacts to needs of others.

EXPECTED PERFORMANCE	ACTIVITIES	MATERIALS
a) Interested in care and welfare of pets.	Have children care for a small pet. Feeding it and playing with it helps the children become interested in another animate object. Bring in insects, worms, pine cones, flowers for the child to investigate and to help him appreciate the world around him. Take children on nature walks in neighborhood-- look for rocks, ants, lady bugs.	Small pets Fish, hamsters, guinea pigs, puppies, kittens.
b) Recognizes feelings in others that he has experienced.	Dramatic play helps the child to act out feelings he's trying to understand.	
c) Empathizes with child who is sad or hurt. Expresses pleasure at other child's joy.	Give the child lots of opportunities for creative experiences and for successes. When he has a good self image, he is secure enough to reach out and help others.	

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YOUR COMMENTS	ADDITONAL ACTIVITIES AND/OR MATERIALS

OBJECTIVE #6 SELF MANAGEMENT -- Becomes concerned about such ethical values as honesty, fairness, respect for others.

EXPECTED PERFORMANCE	ACTIVITIES	MATERIALS
a) Behaves in response to external control.	Let the child know what the limits are - that there are some objects that he may not have and that there are some rules concerning behavior that have to be enforced by adults. The teacher's example is the deciding factor.	
b) Internalizes moral values of his parents and of his culture.	Be familiar with and respect the values of his parents and of his culture. Discuss the special ways the child's family does things.	
c) Begins to differentiate the common good from the more selfish one. Applies his sense of fairness to conflict situations.	Give the child the freedom to make choices within limits. Allow him the opportunity to settle his own disputes with others when you feel he can handle it. Sometimes it is OK to let children "fight it out" if it is well supervised and according to the rules. It may help the fighters to clear the air by themselves and come up with a new understanding or mastery over the problem. At other times, let the children know there are better ways to get what they want and that words are better than fists.	

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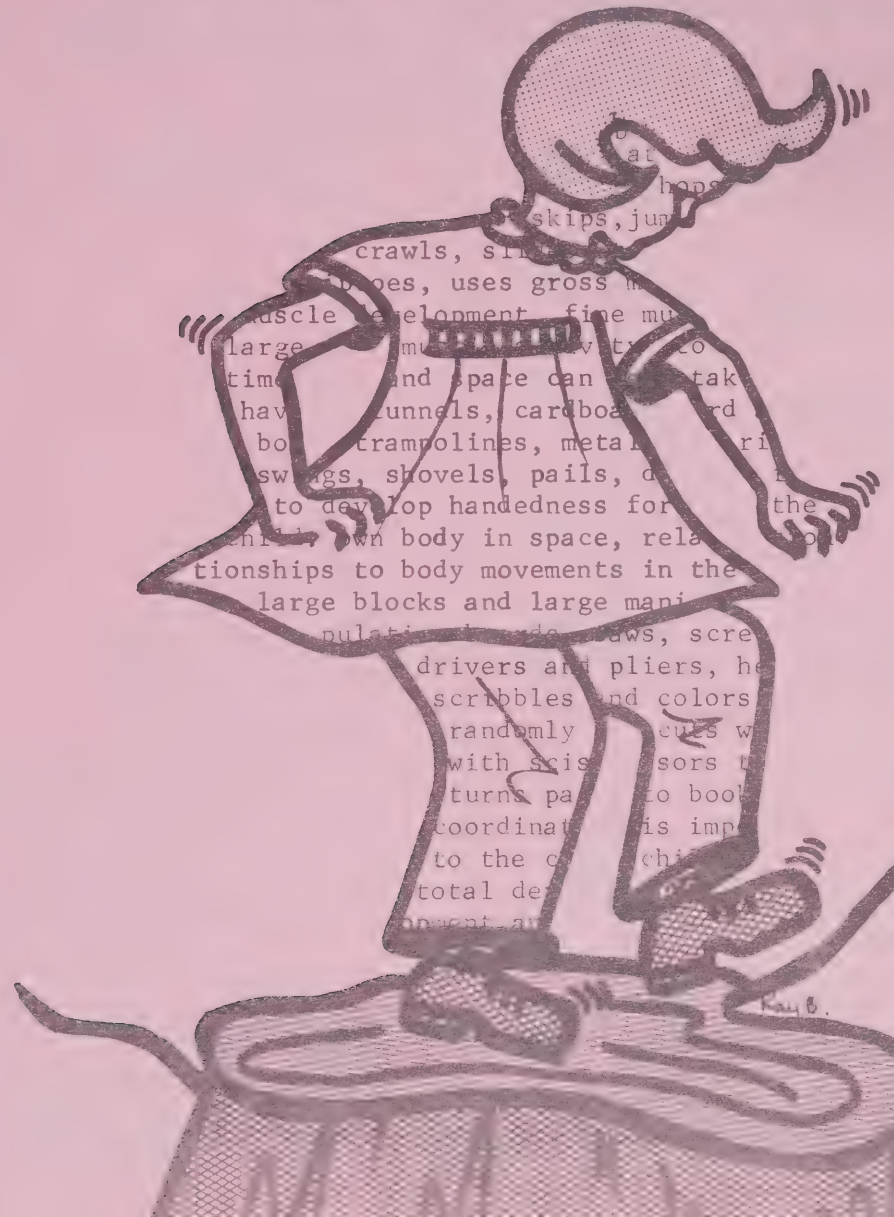
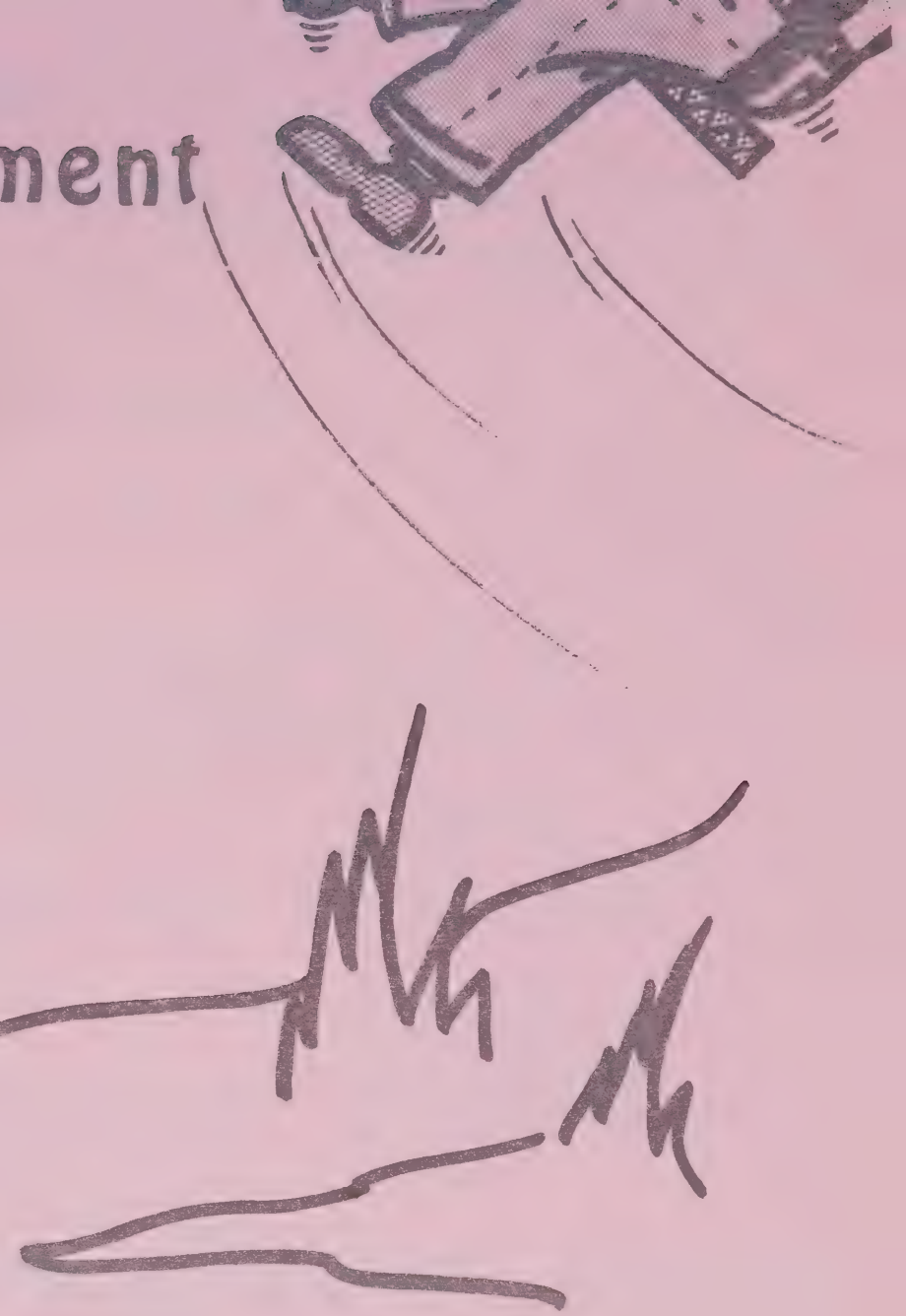
YOUR COMMENTS	ADDITONAL ACTIVITIES AND/OR MATERIALS

...physical development





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YOUR COMMENTS

ADDITONAL ACTIVITIES AND/OR MATERIALS

PHYSICAL DEVELOPMENT

OBJECTIVE #1 GROSS MOTOR DEVELOPMENT -- Develops motor coordination of large muscles all under supervision.

EXPECTED PERFORMANCE	ACTIVITIES	MATERIALS
a) Walks, jumps, runs, digs, crawls, slides, tiptoes, using gross motor muscles.	Digging. Provide sturdy shovels and hoes for digging in sandbox or in digging area of yard. Have pails, muffin tins and plastic containers handy. Sliding. Can be set up indoors using large smooth board propped against a low chest or other sturdy piece of furniture. Walking, running, jumping, skipping. It is advisable to arrange for large empty areas for walking, running, jumping, skipping. Set aside for the kindergarten's use at a specified time. If outdoor space is adjacent to indoor play space some of the equipment that is movable can be used indoors or outdoors. Crawling. For crawling experiences use large packing boxes with tunnels cut through them. Place two or three cartons with tunnel openings in a row. Child can crawl in a straight line and back. Separate boxes. Child can crawl around one box and through another. Jumping. Games that have child jump over a small object such as "Jack (use child's name) be nimble, Jack be quick, Jack jump over the candlestick." Have two people hold a rope a few inches above ground. Child jumps over the rope. Rope is slowly raised as child becomes more skillful at jumping. Low steps are good for jumping off as well as climbing up and down on. A jumping board can be propped on a step with another support at the other end.	Tunnels -- cut 12" high and 18" wide tunnels in large packing boxes Swings -- attach an old tire to a strong rope which is suspended from a heavy frame or tree limb Cardboard boxes and blocks can be used as obstacles for jumping over Fiber drums can be used for crawling through or climbing on. Mattress can be used as trampolines Heavy swinging ropes with metal rings can be hung from door frames Plastic pools Hoola-Hoops Sand box Packing materials Wheat, saw dust, beans, Sand

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YOUR COMMENTS

ADDITONAL ACTIVITIES AND/OR MATERIALS

PHYSICAL DEVELOPMENT

OBJECTIVE #1 GROSS MOTOR DEVELOPMENT -- Develops motor coordination of large muscles all under supervision.

EXPECTED PERFORMANCE	ACTIVITIES	MATERIALS
b) Rides wheel toys, climbs.	Provide wheel toys such as tricycles, wagons, pedal cars and tractors, wheelbarrows, doll carriages, scooters. Doll carriages can be used indoors in the housekeeping area as well as outdoors. If there is ample space, tricycles can sometimes be used indoors. If there aren't enough wheel toys to go around a system of taking turns has to be set up. Let child know that when he rides down to the fence and back again, or when he has pedaled around the allotted concrete path 3 times, then the next child gets a turn on the wheel toy. Provide wheels, wooden boards, axles, cardboard boxes, barrels, woodworking tools so children can improvise their own wheel toys. For dramatic play with wheel toys, furnish air pumps, hoses (for pumping "gas") rags, traffic signs, hats, whistles, used license plates. A jungle gym encourages climbing as well as fantasy play-- it can be a fortress, a rocket ship, a house. Low stumps of varying heights can be used for climbing. Large sewer tiles can be placed in the yard for climbing on and crawling through.	Jungle gym or climbing frame Ladders Tumbling mats A large cargo net can be hung from a frame such as a used swing set frame--good to climb on Steps for climbing
c) Hops, skips, gallops, jumps rope and climbs with greater coordination of gross motor muscles.	While walking with children vary the walking step by hopping on one leg, skipping, galloping like a pony. "Walk quickly, walk slowly, walk on tip-toes." "How many different ways can you walk?"	

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YOUR COMMENTS

ADDITONAL ACTIVITIES AND/OR MATERIALS

PHYSICAL DEVELOPMENT

OBJECTIVE #1 GROSS MOTOR DEVELOPMENT -- Develops motor coordination of large muscles all under supervision.

EXPECTED PERFORMANCE	ACTIVITIES	MATERIALS
	Rope jumping. (6' long length of clothesline rope)Hold at each end. Move rope on ground from side to side as child jumps over the "wriggling snake," first with two feet together and then alternating feet. Tires can be hung from tree limbs to be used as swings. Inner tubes can be used for bouncing on, rolling, jumping into the center. Wrestling. Have 2 players stand facing each other on a mat or several army blankets. Each child puts his right foot forward so it touches the right foot of his opponent. Both clasp hands over the center of their feet. At the signal "GO" each child tries to throw the other one off balance by swinging, pushing, or pulling the clasped hands. A player loses the match when his opponent is able to move either of his feet or topple him over. Children can do parachute activities by holding parachutes taut in circle, move in circle to left.	Jump ropes Old tractor or truck tires Old bicycle tires and inner tubes Hoops Blankets Tumbling mats Air pump Parachute

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YOUR COMMENTS

ADDITONAL ACTIVITIES AND/OR MATERIALS

OBJECTIVE #2 GROSS MOTOR DEVELOPMENT -- Develops laterality.

EXPECTED PERFORMANCE	ACTIVITIES	MATERIALS
a) Differentiates one side of body from the other.	A balance board can be used for body coordination and control. Children can walk forward, backward, sideways, with arms out, with arms at side, blindfolded. Right arm can be raised as right foot is put forward, left arm raised when left foot steps forward on balance board. (The child learns to shift his balance from one side of the body to the other in order to maintain stability.) Lines or tapes on floor can be used for beginning activities.	Balance beam Use a 2" x 4" board about 8' long. Nail it at each end onto 4" x 6" x 12" board blocks. Use 2 beams placed together at beginning of this activity.
b) Shows a preference for handedness.	Hand preferences are usually established early and it is not advisable to encourage a child to change his preferred hand use. Be aware of opportunities to place toys, implements, etc. in a neutral spot where the child can use either hand. Give him maximum chance to establish this handedness himself. If he shows no preference, do not determine this for him. Continue to observe the child for this preference. If child shows a preference for his left hand suggest that he hold his pencil or crayon so that it points to his left shoulder in order to prevent his writing or coloring in a cramped position. Provide left handed scissors for cutting projects.	

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YOUR COMMENTS

ADDITONAL ACTIVITIES AND/OR MATERIALS

OBJECTIVE #2 GROSS MOTOR DEVELOPMENT -- Develops laterality.

EXPECTED PERFORMANCE	ACTIVITIES	MATERIALS
c) Begins to know right hand from left hand.	Bean bag and target game: Use a 3" high box with a hole cut in it. Give child a bean bag and ask, "Can you throw the bean bag into the hole with your right hand, with your left hand?" Give child a ball or milk carton and ask "Can you kick the ball with your right foot, with your left foot?"	Balls Bean bags Milk cartons

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YOUR COMMENTS

ADDITONAL ACTIVITIES AND/OR MATERIALS

PHYSICAL DEVELOPMENT

OBJECTIVE #3 GROSS MOTOR DEVELOPMENT -- Orients himself in space.

EXPECTED PERFORMANCE	ACTIVITIES	MATERIALS
a) Identifies his own body and its position in space.	Large muscle activities help a child become aware of spatial relationships. Verbalize what he is doing -- he is crawling through a tunnel, going up a ladder, swinging higher and higher, coming down a slide, pedaling the tricycle around the tree, reaching way up to the ceiling.	
b) Recognizes the relations of different parts of his body to each other and to external objects.	As the child swings, climbs, jumps, runs, stretches, rolls, throws, catches, kicks, he is learning how his body can move in terms of the qualities of speed (quickly, slowly), force (heavy,light), what his body can do in terms of skills, and where his body can move in terms of direction. Suggestions that help set a child in motion. "Can you find a different way of moving on your feet other than walking or running (skipping, hopping, galloping, etc.)?" "Can you vary the speed (walk quickly, slowly)?" "Can you combine different ways of moving (running, jumping, rolling, balancing)?" "Can you move the ball with your hands or with your feet?" "Can you use different parts of your body to bounce the ball?" "Can you move backwards or sideways?"	Climbing frames Ropes and rings Ladders Tumbling mats Balance boards Balls Tubes for crawling Tractor tires Slides Records
c) Recognizes different possible body movements that can be made through creative rhythms.	Creative rhythms,using taps on a drum to change tempo, are helpful.	Drums

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YOUR COMMENTS	ADDITONAL ACTIVITIES AND/OR MATERIALS

OBJECTIVE #1 FINE MOTOR DEVELOPMENT -- Develops eye-hand coordination.

EXPECTED PERFORMANCE	ACTIVITIES	MATERIALS
a) Hammers, catches and throws randomly. Handles large blocks and large manipulative toys.	Set out heavy cardboard cartons or pieces of styrofoam at least 2" thick, for hammering nails into. They are less resistant than wood and the child who is just learning how to use a hammer will experience greater success. Provide small pounding benches, logs, with wooden mallets. Throw a bean bag to child, have him catch it and throw it back. For Bean Bag Game place a back board that has several round holes cut into it, on the ground. Children can take turns throwing a bean bag through one of the holes. Also use large balls such as beach balls for throwing and catching experiences. Set up area for block play that is away from traffic patterns. Provide ample space. The shelves for the blocks should be low enough for child to reach. Small cars, trucks, wooden or rubber animals and people, boxes boards, steering wheels, traffic signs, gas pumps, airplanes, trains etc. may be included in block area to encourage building activities. Large hollow blocks and unit blocks are recommended for this age level. Provide opportunities to work with large wooden or masonite puzzles. Water pouring and sand digging are recommended activities for developing eye-hand coordination.	Hammers -- 6oz. to 10oz. claw hammers Nails with large heads Bean bags Cut 6" squares of heavy fabric.Sew 3 sides, stuff with pinto beans, sew up fourth side. Blocks -- assorted wood scraps from a lumber yard. (Sand off rough edges.) Use clean, empty pint, quart, or half-gallon-sized milk cartons. Cut them to desired size and push them together end to end. Cover with contact paper. Puzzles--paint or paste picture of animal or of a shape on masonite or wood. Shellac. Cut with jig-saw into 3 or 4 pieces.

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YOUR COMMENTS	ADDITONAL ACTIVITIES AND/OR MATERIALS

OBJECTIVE #1 FINE MOTOR DEVELOPMENT -- Develops eye-hand coordination.

EXPECTED PERFORMANCE	ACTIVITIES	MATERIALS
b) Catches and aims and throws more accurately. Hammers nail into board, saws, uses screwdriver and pliers.	Provide lightweight balls in both medium and large sizes for bouncing and throwing. Hang a basket on a clothes line. Have child throw ball or bean bag into a basket. Keep increasing the distance of throwing.	Plastic golf balls Nerf balls Whiffle balls
	For woodworking, use a carpenter's workbench or a sturdy wooden table cut to the correct height.	Woodworking table Use large wooden crates about 20"x20"x40" Attach heavy boards to top of sturdy working surface.
	Low sawhorses with vises can be used for sawing. Provide hammers, saws, screwdrivers, pliers, hand drills. Tools should be real ones as toy tools are disappointing because they don't work. Mount a large peg board near woodworking table. Add sturdy hooks for the tools to be hung on. Outline the shapes of the tools on the board to make storage easier.	
	Allow the child to investigate how it feels to bang a nail into the wood, how it feels to get two pieces of wood joined together, how it feels to saw a length of board in half.	12" sawhorses
	The woodworking area should be closely supervised when it is in use.	
c) Handles small blocks and manipulative toys.	Provide one inch colored blocks and parquetry squares for building and making designs. Introduce more complicated puzzles such as ones with geometric designs.	
	Buttons, empty spools, bottle caps and aluminum washers can be set out in containers for manipulative use such as stacking, sorting, balancing on balance scale.	

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YOUR COMMENTS	ADDITONAL ACTIVITIES AND/OR MATERIALS

OBJECTIVE # 2 FINE MOTOR DEVELOPMENT -- Develops finger dexterity.

EXPECTED PERFORMANCE	ACTIVITIES	MATERIALS
a) Scribbles, paints and colors randomly.	Provide large crayons and sheets of newsprint or plain manila paper for coloring. Use plastic silverware trays as crayon containers. Place crayons and papers on low shelf where child can get at them easily. Place large sheets of plastic or oilcloth, or spread newspapers under paint easels. Put paint in empty half-pint cartons or baby food jars. For table painting, spread newspapers or plastic sheeting on tables. Use 1" brushes with round or flat handles. A water table can be placed close to paint area for washing paint off hands. Add some soapflakes to water and some egg beaters so children can beat up their own soapsuds. Other art activities could be included-- finger painting, mosaics, twisted paper art, etc.	Clay Shaving cream Finger paint Tissue paper Water table Use plastic baby tub. Set it on a box or stand so it is at child-height.
b) Cuts with scissors, turns pages of a book, holds pencil for writing, screws nuts on and off bolts.	Provide blunt-tipped scissors. Show child how to use scissors and let him cut pieces of paper at random. Provide old magazines and catalogs for cutting pictures out of. Children can cut pictures that emphasize a specific concept such as things we wear, foods we eat, pictures with a certain color or shape. Pieces of fabric can be cut to be used for collages. Have child tear paper into different shapes. Snowflakes: Have child fold an 8" square piece of white paper in half and then in half again and tear or cut pieces off the four corners. Open up and paste on sheet of blue paper for snowflake effect.	Scissors rack can be an inverted egg carton or a coffee can with plastic lid. Punch holes in lid to place scissors into.

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YOUR COMMENTS	ADDITONAL ACTIVITIES AND/OR MATERIALS

PHYSICAL DEVELOPMENT

OBJECTIVE #2 FINE MOTOR DEVELOPMENT -- Develops finger dexterity.

EXPECTED PERFORMANCE	ACTIVITIES	MATERIALS
	Provide kindergarten type pencils and unlined paper for writing experiences.	Paper and pencils
	Set out busy boards for experiences with screwing nuts on and off bolts, opening and shutting latches.	Busy Board Assemble hardware fixtures and nail onto rectangular piece of board. Use lock and key, bolt and nut, wall plug, sliding bolt, gate latch.
	Place several small plastic jars on a tray. Have child remove and replace lids on jars.	
	On a low shelf or table place books that have a sturdy binding and pages made of strong paper so that they won't tear easily as child turns pages. Change display books often so that child is exposed to many different books. Set up a library system so that child may check out a book and take it home to read and share with his family.	
c) Draws a progression of geometric figures such as square, circle, triangles, cross lines. Draws simple outline figures - such as completing figure of a man. Buttons and zips coat.	Geometrically shaped objects such as small blocks or cookie cutters can be used for making patterns in playdough or clay or for dipping into thick paint for printing. Draw part of a circle or part of triangle and have child complete the shape.	
	Set out crayons or pencils and paper for free-hand drawings of shapes. Cut up straws, yarn, pipe cleaners can be used for shape collages.	
	Ask child to draw a picture of himself, of his mother, of other people who are close to him.	
	Make lacing cards by punching holes into cardboard with a hole puncher. Child can lace the card with yarn and a blunt yarn needle or with a shoe lace.	

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YOUR COMMENTS	ADDITONAL ACTIVITIES AND/OR MATERIALS

OBJECTIVE #2 FINE MOTOR DEVELOPMENT -- Develops finger dexterity.

EXPECTED PERFORMANCE	ACTIVITIES	MATERIALS
	Have him practice tying shoes.	Shoes for tying
	Put a piece of fabric in an embroidery hoop so that it is held tautly and have child sew using blunt-tipped needle and embroidery thread or yarn. Crewel-type needle may be used with styrofoam meat trays or gutter wire (large meshed screen).	Fabric, embroidery hoop Yarn, blunt-tipped needle Styrofoam meat trays Gutter wire
	Take a piece of cloth 12" long and 3" wide. Fold strip over from one end of the length to the other. On the top of the length make three large buttonholes. Sew buttons underneath so child can button the bottom strip to the other.	Fabrics Buttons
	Sew a zipper onto a heavy fabric so child can practice opening and closing zipper.	Zipper
	Typewriter in working condition (primary type if possible).	Typewriter Quiet Book A cloth book with pages containing buttoning, using zipper, tying, telling time (clock with hands), snaps, belt etc.

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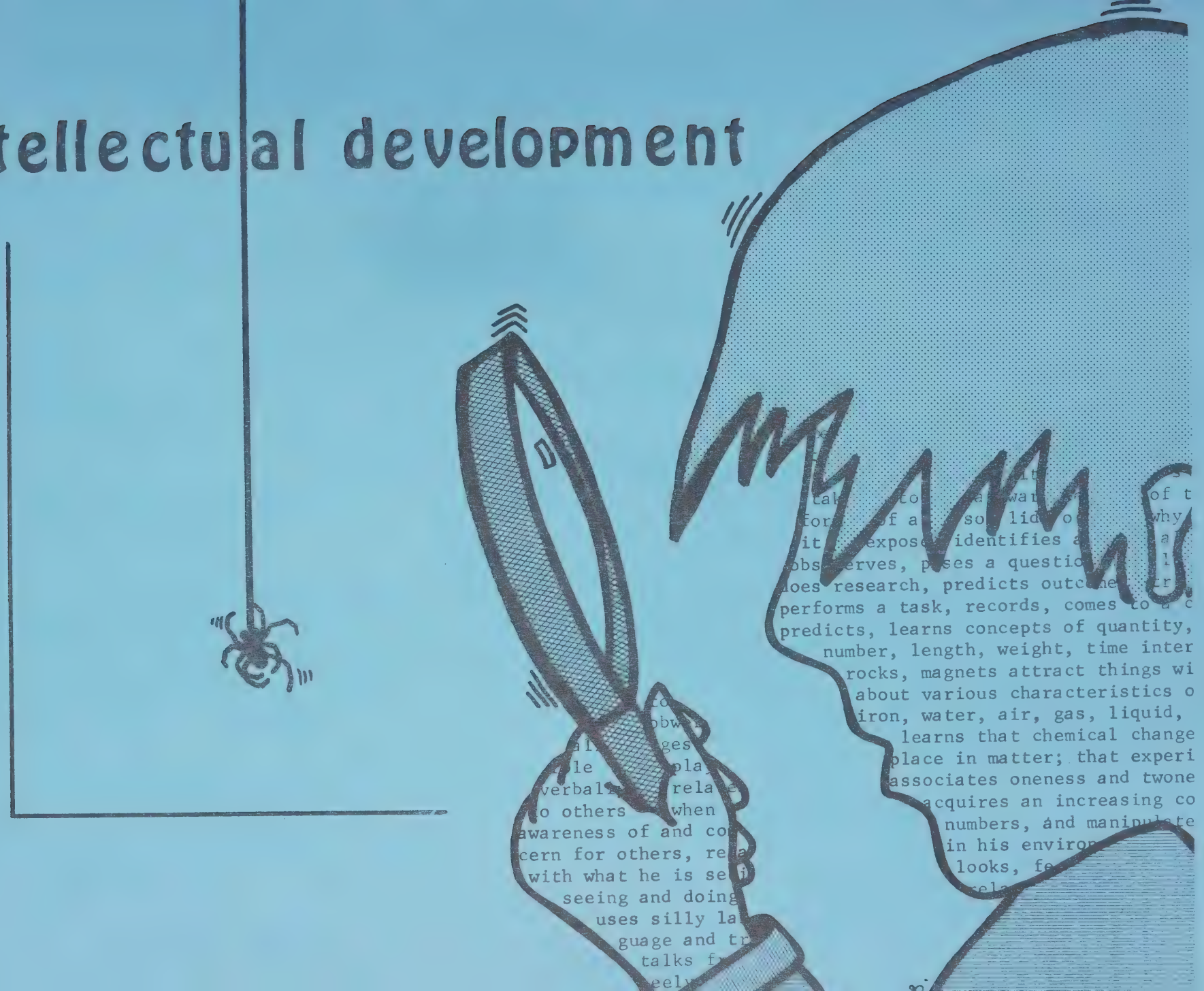
YOUR COMMENTS

ADDITONAL ACTIVITIES AND/OR MATERIALS

...intellectual development



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YOUR COMMENTS	ADDITONAL ACTIVITIES AND/OR MATERIALS

OBJECTIVE #1 COMMUNICATION -- Learns the concepts that underlie words.

EXPECTED PERFORMANCE	ACTIVITIES	MATERIALS
a) Manipulates objects in his environment, observes activities listens to stories -- learning that word concepts are associated with what he is seeing, doing, hearing.	Active physical involvement helps the child develop language skills. Indoors and outdoors give verbal descriptions of what the child is doing; "Eddie is cutting the red paper." "Rosie is walking on the balance board." After children have learned basic speech patterns, add other concepts, such as "Rosie is walking forward on the balance board." "Eddie is cutting square shapes." Take pictures of children involved in activities. Discuss the pictures, using the action verbs associated with each picture. When telling a story use props or pictures that illustrate it. When reading to children, sit on floor or on low chair and hold open book so all children can see the pictures that are associated with the words. Teacher provides opportunities for children to enjoy good literature which would include a variety of styles and subject matter. It would be helpful if the books had large clear illustrations and the stories should be brief with simple plots.	Books The Bill Martin Series Holt Rhinehart The Lonely Doll Dave Wright Bookcase Four cinder blocks Two 5'x2'x3/4" plywood boards. Sit-ons 12" x 15" or 12" squares of carpet samples -- one for each child to sit on in reading area.
b) Describes his own observations, manipulations, feelings.	Use a tape recorder to record a child's description of an event or of how he feels about something. Let him listen to the tape. Write his "stories" down in his own book so that he can see that there are word pictures of what he has said and that his language can be saved for future reference when it is written down.	Book Staple several pieces of paper together. Use colored construction paper for outside cover.

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YOUR COMMENTS	ADDITONAL ACTIVITIES AND/OR MATERIALS

OBJECTIVE #2 COMMUNICATION -- Learns to use language as a social tool.

EXPECTED PERFORMANCE	ACTIVITIES	MATERIALS
a) Communicates needs and desires in a variety of situations.	Provide lots of opportunity for verbalizing. Ask leading questions such as "Tell me about it." Listen attentively to what the child has to say. Respond to his questions. Provide opportunities for dramatic play as a way of helping child express his ideas and feelings in words as well as actions. Toy telephones and puppets are excellent for helping shy children communicate.	Toy telephones or used telephones (try to get connected old phones from telephone company) Peabody Language Kit I Puppets
b) Verbally relates to others in the sharing of materials, books, toys, equipment, and ideas.	Verbal interaction is fostered as children role-play in housekeeping corner, as they build together in the block area, as they rock on the rocking boat or dig in the sand box, during meal times. Small group games such as Lotto Games or Fishing Games encourage verbal interaction.	Blocks, sand box, boat Books Indian Culture Indian Two Feet and His Eagle Feather Margaret Friskey Indian Two Feet and His Horse In My Mother's House Ann Clark
c) Expresses his awareness of and concern for others.	Help the child feel secure and satisfied with himself. As he develops a feeling of acceptance for himself, it will be easier for him to feel acceptance and good will for others. Improve his understanding and appreciation of others by teaching about different people, different cultures. Use books that depict the everyday life experiences of children in other types of communities as well as in other countries.	Spanish Culture And Now Miguel J. Krumgold (for teacher reference)

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YOUR COMMENTS	ADDITONAL ACTIVITIES AND/OR MATERIALS

OBJECTIVE #2 COMMUNICATION -- Learns to use language as a social tool.

EXPECTED PERFORMANCE	ACTIVITIES	MATERIALS
	Use pictures, slides, exhibit items, books and movies that show people in other cultures and other lands as human beings. Help the child understand that people everywhere are basically alike. They need food, shelter, clothing and the companionship of other human beings even though the way they obtain these needs differ. Help the child understand that the foods eaten, the clothes worn, the music listened to, the art created, the holidays celebrated may vary from culture to culture.	Books Spanish Culture Nine Days to Christmas Marie Hall Ets Stories from Mexico Edward Dolch Negro Culture Goggles. Ezra Keats Hi, Cat! Ezra Keats Peter's Chair. Ezra Keats Snowy Day. Ezra Keats Magazine Highlights

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YOUR COMMENTS	ADDITONAL ACTIVITIES AND/OR MATERIALS

OBJECTIVE #3 COMMUNICATION -- Learns to use language spontaneously and expressively, using verbal and non-verbal language.

EXPECTED PERFORMANCE	ACTIVITIES	MATERIAL
a) Expresses his own feelings and desires with words and gestures.	Use lots of songs, rhymes, and finger plays with gestures to encourage expressive language. (See Gold section)	PlayWay Unit on "Gestures" Books The Real Mother Goose Blanche Wright
b) Plays with words, uses silly language. Talks freely about his feelings and experiences.	Use poems and limericks that show that words can be used for fun and enjoyment. Edward Lear's Book of Limericks has some good examples. (See Gold section) Encourge children to do characterizations of clowns, or animals -- the way they think they walk and sound. Have them do characterizations of abstract things like a siren, the wind blowing,the rain falling.	Books Edward Lear's Nonesense Books Edward Lear Silly Songs and Sad Raskin And to Think that I Saw It On Mulberry Street. Dr. Seuss
c) Creates his own dialogue and gestures while role-playing or participating in dramatic play.	Use unfinished stories. Read or create a short story. Children can assume the roles of the different character and finish the story. This may be repeated with different children playing the different characters. Set up "puppet stage." Provide puppets so children can act out with them.	Puppets Puppet stage-- Cut window out of large carton. Hang curtain across it, or place cover over stacked hollow blocks or over a table. Arrange seats in front of stage.

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YOUR COMMENTS	ADDITONAL ACTIVITIES AND/OR MATERIALS

INTELLECTUAL DEVELOPMENT

OBJECTIVE #4 COMMUNICATION -- Learns to use more precise language.

EXPECTED PERFORMANCE	ACTIVITIES	MATERIALS
a) Uses one word remarks and incomplete sentences.	Use complete sentences so that you provide a model for a child. If child asks "What's this?" answer with an accurate sentence: "This is a magnet." Also try to include a category or classification in the sentence; "That animal is a dog.","That color is green."	
b) Uses more complex sentences.	If child says something incorrectly, instead of correcting him with a negative statement such as "We don't say it that way." repeat the statement back to him using correct grammatical structure and extending the thought, so the child is given a model without being discouraged by a direct correction.	
c) Engages in socialized speech in which he and other children speak and respond to one another. Uses pronouns such as "I, you, he, she, we, they" appropriately.	Organize most activities so that children can work in small groups or on a one-to-one ratio with an adult, thereby giving the children more opportunity to interact verbally with someone else.	

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YOUR COMMENTS	ADDITONAL ACTIVITIES AND/OR MATERIALS

OBJECTIVE #5 COMMUNICATION -- Develops listening skills.

EXPECTED PERFORMANCE	ACTIVITIES	MATERIALS
a) Listens passively as he plays and will recognize and attend to sounds that are familiar.	Read books to children that are short and have simple plots. Read in a well-modulated natural tone of voice which carries well enough to be heard by all of the children in the group. Vary methods of presentation, sometimes telling a story instead of reading it. Use interesting objects and pictures to help gain attention. Make sure length of story or record is within the child's attentional span. Let a child use a set of headphones when he wants to listen to a record by himself.	Books Record player Records Headphones
b) Listens appreciatively to stories, poems, records, conversations. Listens effectively to directions and announcements.	Play "Listen Game." Say, "Listen very carefully to what I say. Do what I say, not what I do." Then put your hands on your hips and say "Put your hands on your head." Continue with other verbal directions that are different from what you are doing. Use tape recorders to record children speaking, singing, telling stories. Play tapes so children can listen to what they have recorded.	Tape recorder Record player

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YOUR COMMENTS

ADDITONAL ACTIVITIES AND/OR MATERIALS

INTELLECTUAL DEVELOPMENT

OBJECTIVE #5 COMMUNICATION -- Develops listening skills.

EXPECTED PERFORMANCE	ACTIVITIES	MATERIALS
c) Listens analytically -- analyzes what he hears and interprets it in terms of his own knowledge and experiences.	Help children develop an awareness of sounds. Go for a "Listening walk." Have them listen to the sounds of nature, of the traffic, of other human beings. Tape record some of these sounds and have children discuss what they are. Have children analyze the sounds they hear. "Is the sound loud or soft?" "Is the music happy or sad?"	Tape recorder

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YOUR COMMENTS	ADDITONAL ACTIVITIES AND/OR MATERIALS

INTELLECTUAL DEVELOPMENT

OBJECTIVE #6 COMMUNICATION -- Feels secure about asking questions.

EXPECTED PERFORMANCE	ACTIVITIES	MATERIALS
a) Asks simple how, what, where, why questions.	Answer questions with complete sentences. Try to involve the child actively and physically in what you are trying to explain to him. Let the child see, feel, put together, take apart, smell, taste, the objects that are part of the learning experience.	
b) Seeks out and acquires information.	When child asks a question that requires some research suggest "Let's look it up in a book together." Leave books out that are of current interest to the children on low racks where they can easily handle them. Mount pictures that are of current interest on wall or bulletin board at level where children can see them and talk about them.	Books The Great Big Fire Engine Book. Tibor Gergely The Great Big Car and Truck Book. R. Scarry How Do I Go Mary Ann Hoberman
	When child's questions reflect an interest in a certain area (animals, transportation, nature, food, people, etc.) bring in material pertinent to those interests. For example, set up a "nature" table with rocks, birds' nests, a transportation display with small cars, trucks, airplanes etc.	Rocks Bird's nest Small cars, trucks, airplanes
c) Asks questions that require extended answers.	Set out all sorts of materials that are related to the specific learning experience. Use objects, pictures, books so that the objects can be manipulated, the pictures looked at and the books studied for further answers. Help child think things through by asking such questions as "And how do you think this can be done?" Go with the child to the book to find out.	Objects, pictures, books

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YOUR COMMENTS

ADDITONAL ACTIVITIES AND/OR MATERIALS

INTELLECTUAL DEVELOPMENT

OBJECTIVE #1 PERCEPTION -- Learns to discriminate visually. (Visual)

EXPECTED PERFORMANCE	ACTIVITIES	MATERIALS
a) Discriminates colors, objects, shapes.	Set up activities that help child perceive likenesses and differences in color, shape, and size.	Books
	Color. Give child a small color cube or square of colored felt. Have him find an object in the room that has the same color.	My Slippers are Red Charlotte Steiner
	Play Color Lotto Game, Color Fishing Game. Call out the color of an item of clothing. Ask all children who are wearing something that is that color to stand up. During transition times use directions calling for color acuity. "All boys wearing blue shirts may put their books away." "All girls wearing white socks may wash their hands."	Round and Round and Square Fredun Shapur Little Blue and Little Yellow Leo Lionni
	Shape. Go for a shape walk. Have children observe and name the shapes they see. Shape Lotto Game. Shape sorting -- Use table top building blocks that come in various shapes. Place masking tape shape outlines on floor or table. Have children sort shaped blocks or flannel cut-outs into correct outline area. Hammer nails at 1" intervals over surface of plywood board. The children can create shapes by stretching rubber bands over the nails.	Building blocks Masking tape Flannel Nails, hammer Plywood Rubber bands
	Combine color and shape discrimination. Make traffic signs. On a stick have them nail or staple three circles cut out of construction paper-- the top circle red for the "stop" light, the middle circle yellow for the "warning" light and the bottom circle green for the "go" light.	Stapler

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YOUR COMMENTS

ADDITONAL ACTIVITIES AND/OR MATERIALS

OBJECTIVE #1 PERCEPTION -- Learns to discriminate visually. (Visual)

EXPECTED PERFORMANCE	ACTIVITIES	MATERIALS
	Make a stop sign -- octagon-shaped red paper with "STOP" lettered with white paint.	White paint
	Railroad warning sign-- Yellow circle with black cross bars and RR painted on it. The children can carry their signs as they go for a walk and observe traffic signs. Safety in crossing streets can be discussed.	
	OBJECTS. Have child look around him and name all the things he can see. Put a blindfold on him and ask him to bring certain objects to you. Can he find them easily?	
b) Discriminates parts of a picture or of a puzzle or of a toy.	Use commercially made or home made puzzles. For home made puzzles use cardboard, masonite, plywood, or thin foam rubber.	Puzzles Cardboard Masonite Plywood Foam rubber
	A jig saw will be necessary to cut the masonite or plywood.	Jig saw
	Paint different colors or paste magazine pictures on and cut out in different shapes so child can solve puzzles on the basis of form, color and contour.	Magazine pictures
	Child can draw or paint a picture on heavy paper. Cut it into three parts. Have child put picture together.	Heavy paper
	Wallpaper shapes may be made into pieces.	Used wallpaper books

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YOUR COMMENTS	ADDITONAL ACTIVITIES AND/OR MATERIALS

OBJECTIVE #1 PERCEPTION -- Learns to discriminate visually. (Visual)

EXPECTED PERFORMANCE	ACTIVITIES	MATERIALS
c) Discriminates that the printed word might be related to a concrete object in his environment.	Hang signs in different areas of classroom. Sign saying "Blocks" in the block area, "Books" in the reading area, "Paints" in the painting area. Paste labels on different objects. Read the labels to the child as he is handling or looking at the object, so that he begins to relate the written word to the object.	Paste-backed labels
d) Discriminates distances.	Point out how distance is shown in a picture by having the objects that are further away with less detail and grayer in color, and the objects that are in foreground with more detail and brighter in color.	

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YOUR COMMENTS

ADDITONAL ACTIVITIES AND/OR MATERIALS

INTELLECTUAL DEVELOPMENT

OBJECTIVE #2 PERCEPTION -- Learns to discriminate sounds, tones, rhythms, directions of sounds.(Auditory)

EXPECTED PERFORMANCE	ACTIVITIES	MATERIALS
a) Identifies and associates specific sounds with people, animals, objects.	Take children to a pet shop, a zoo, a farm where they can see different kinds of animals and listen to the sounds they make. If possible tape record these sounds.	Books Noisy Book -- City Margaret W. Brown Seashore Noisy Book Margaret W. Brown Summer Noisy Book Margaret W. Brown
	Tape sounds of the children's voices as they imitate various human sounds - laughing, singing, crying, shouting, whispering.	
	Take a listening walk to hear the sounds of nature, of traffic, even the sound of their heels tapping on the sidewalk. Take tape recorder along and tape these sounds. Have children listen and guess the sounds and voices they hear on the tape.	Tape recorder
	Use songs that stress animal sounds. (See Gold section)	
	Ask children to cover their ears with their hands and watch as you talk softly to them. Do they know what you said? Why or why not?	
	Set up a screen and behind it produce sounds that the children are familiar with (bells ringing, fingers snapping, whistling). Have them identify each sound.	Screen -- Cut out bottom and one side out of a large carton
b) Identifies and repeats various rhythms. Discriminates which direction a sound comes from.	Music helps the child develop an awareness of sounds and rhythms. Provide many opportunities for singing and for listening to and playing with musical instruments.	Musical instruments
	Expose the children to songs that are melodious and rhythmic and yet brief and simple. Select songs that are within their voice range (from Middle C to C or E).	Mother Goose Songs Decca Records The Little Engine that Could RCA Camden Records

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YOUR COMMENTS

ADDITONAL ACTIVITIES AND/OR MATERIALS

OBJECTIVE #2 PERCEPTION -- Learns to discriminate sounds, tones, rhythms, directions of sounds. (Auditory)

EXPECTED PERFORMANCE	ACTIVITIES	MATERIALS
	Use rhythm instruments -- drums, cymbals, rattles, bells, wood blocks, triangles, tambourines. Introduce them a few at a time and have children explore the different sounds and rhythmic patterns that can be produced. When children are familiar with instruments have them identify the various instruments through sounds alone. Have children repeat hand clapping rhythms. Ask them to close their eyes and listen as you clap your hands several times. Ask them to "Clap just as I did." Vary this by clapping in different rhythms. Children can clap and stomp their own names. Suggested claps -- 3 loud claps, pause, 2 loud claps. Stamp feet in similar rhythmic patterns and have children stamp their feet in the same pattern. Clap hands and snap fingers in a rhythmic pattern and have children imitate. Using drums and stick, cymbals, or wooden blocks produce a simple rhythmic pattern. Ask children to repeat the pattern.	"Music to Move To" Childcraft Home-made instruments Drums - coffee cans or round cardboard cereal boxes, coconut shells Cover with plastic or strong pieces of cloth. Shellac cloth so it will make resonant tones. Drumsticks - smooth sticks or dowels covered with cork Rattles or Bangers Partly fill small boxes (salt boxes, beer cans, gourds) with beans or pebbles Tambourines Use tops of round cereal boxes or sewing hoops Attach bells or bottle caps Cymbals Pot lids without handles attached

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YOUR COMMENTS

ADDITONAL ACTIVITIES AND/OR MATERIALS

OBJECTIVE #2 PERCEPTION -- Learns to discriminate sounds, tones, rhythms, directions of sounds. (Auditory)

EXPECTED PERFORMANCE	ACTIVITIES	MATERIALS
c) Discriminates tonal differences such as pitch, duration, intensity. Discriminates differences between letter sounds. Associates auditory sounds with visual symbols. (Caution, only if the child has reached the appropriate developmental stage.)	Encourage children to play the rhythm instruments with different shadings -- louder/ softer, with different tempos -- faster/slower. Have them play the song as it would sound coming nearer; as it would sound if it was far away. Provide a stethoscope so the rhythm of the heart beat can be listened to. Have child match the sound of the alphabet letter to the visual symbol on a board or on a paper or in a book.	Stethoscope Books Brian Wildsmith's ABC Brian Wildsmith

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YOUR COMMENTS

ADDITONAL ACTIVITIES AND/OR MATERIALS

OBJECTIVE #3 PERCEPTION -- Learns to identify various tastes and flavors. (Taste)

EXPECTED PERFORMANCE	ACTIVITIES	MATERIALS
a) Identifies foods that are salty, sweet, bitter, tart. b) Names of foods according to taste or flavor.	Set out cups with samples of various foods. Have children taste each food and tell what it is. Suggested foods -- salt, sugar, raw carrots, celery, banana, apple, lemon, orange, turnip, water, grapefruit. Have child identify if it is salty, sweet, bitter or tart. Have him try tasting the foods on different areas of his tongue. Drill a hole in the bottom of a coconut. Pour out liquid into paper cups. Have children taste the liquid. Let children have turns cracking the coconut open with a hammer. Give each child a piece of the meat to taste. Set out dishes of commercially prepared shredded coconut, coconut candy and coconut cookies. Discuss food that is served at snack time or lunch time. Talk about what the food is, where it comes from, its texture, smell, temperature (hot,warm,cold), color, shape. Let children help in the preparation of the food and in the serving of the food.	Books The Apple Book Dick Maatin:Western The Carrot Seed Ruth Krauss Suggested snacks Milk or juice with each snack Cheese and crackers Apple slices with cheese, dried cereal & raisins Toasted cheese sandwiches Tortillas with butter or cheese or peanut butter Toothpick snacks Cheese cubes and pineapple cubes Cheese cubes and cubes of fresh vegetables (bananas, apple slices, raisins) Others Popcorn Fresh vegetable wedges raw broccoli, cauliflower, turnips, carrots, celery, spinach Peanut butter on bread

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YOUR COMMENTS

ADDITONAL ACTIVITIES AND/OR MATERIALS

OBJECTIVE #4 PERCEPTION -- Learns to identify various odors. (Olfactory)

EXPECTED PERFORMANCE	ACTIVITIES	MATERIALS
a) Identifies odors as being pleasant or unpleasant.	Walk outdoors after a spring rain. Have children notice the fresh, clean smell of the grass and the smell of the flowers. Have them notice the odors of food cooking in the kitchen, of paper or of wood burning. Walk to a gas station and have them smell the odors of gasoline and of motor oil. Talk about which are pleasant odors and which are unpleasant to smell.	
b) Recognizes and labels familiar odors-- such as food odors, gaseous odors, perfumes.	Fill small pill bottles with each of following - coffee, chili powder, garlic, cinnamon, onion, vinegar, flavorings, chocolate syrup. Have child close eyes. Have him smell the bottle held in front of him and identify what is in it.	Coffee, chili powder, garlic, cinnamon, onion, vinegar, cologne, pepper, crushed peppermint leaves
c) Associates odors with their sources.	Use following experiment to show children how closely associated the senses of smell and taste are. Ask child to hold his nose. Put two drops of lemon juice and two drops of orange juice on his tongue. Ask if he can tell which each was. At meal times, discuss the odors of the foods that are being served. Try to serve foods that have distinctive odors such as broccoli, peanut butter, chocolate pudding, pickles.	Lemon juice, orange juice Broccoli, peanut butter Pickles

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YOUR COMMENTS	ADDITONAL ACTIVITIES AND/OR MATERIALS

OBJECTIVE #5 PERCEPTION - Recognizes and identifies by touch, various objects, different shapes, heat differences, smoothness, roughness, hardness, softness. (Tactile and Kinesthetic)

EXPECTED PERFORMANCE	ACTIVITIES	MATERIALS
a) Distinguishes shapes and sizes by touch.	Set an array of objects of different shapes and sizes on a table. Use pieces from shape puzzles, geometric blocks, small round or square boxes, round rolls of tape, paper plates. After children have a chance to manipulate them and discuss their shapes and sizes, have each child close his eyes and take one article from the table and describe it. If necessary ask questions such as "Is it square (or round or large or small)?" Use sand, clay, wood with different grains for tactile experiences.	Form Board Draw 4 different shapes on 8"x10" piece of hard-board. Cut out shapes (can be square triangle, rectangle, circle). Have child feel the shapes, feel the outlines on the board, replace shapes.
b) Distinguishes heat differences (which is hotter, which is colder). Distinguishes smoothness, roughness, softness of objects.	At meal time discuss the temperature of the various foods served. Serve hot chocolate, hot buttered toast, ice cream, home-made popsicles. Make a scrapbook with samples of fabrics or have a drapery shop or carpet shop donate some of its old sample books. Discuss the textures with the child. Have child close his eyes. Tell him to touch the cloth or rub his hand across it and tell how it feels. If necessary, ask "Is it rough; is it smooth, etc.?"	Homemade popsicles (see Gold section) Velvet, satin, silk, wool. Cotton, nylon, corduroy. Denim, fur, burlap, carpeting Sandpaper, a feather

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YOUR COMMENTS	ADDITONAL ACTIVITIES AND/OR MATERIALS

OBJECTIVE #5 PERCEPTION -- Recognizes and identifies by touch, various objects, different shapes, heat differences, smoothness, roughness, hardness, softness. (Tactile and Kinesthetic)

EXPECTED PERFORMANCE	ACTIVITIES	MATERIALS
c) Identifies an object or distinguishes its texture using only the modality of touch.	Cut a hole in top of shoe box. Hole should be large enough for child's hand to fit into. Place several familiar objects inside box. Have child insert hand, feel object and identify it. (Cloth bags with drawstrings can also be used.) After child has identified object, have him remove it from box or bag to see if he was right. Have children learn they can feel things with their feet as well as with their hands. Have them walk barefoot in mud, sand, water.	Shoe box Cloth bags with strings

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YOUR COMMENTS

ADDITONAL ACTIVITIES AND/OR MATERIALS

OBJECTIVE #1 COLOR RECOGNITION -- Gains familiarity with colors and their names.

EXPECTED PERFORMANCE	ACTIVITIES	MATERIALS
a) Matches objects of same color.	Color matching game. Use color cubes, color plastic discs or poker chips, colored pipe cleaners, construction paper. Place red objects on red paper. Tell children all objects are the same and ask them to guess how they are the same. Ask them to find other items in the room that are the same color. Have children gain experiences with the basic colors through use of paints, crayons, felt pens, colored construction paper, colored paddles, colored chalk, colored cubes, colored felt pieces.	Color cubes Poker chips Pipe cleaners Construction paper Record Learning Basic Skills to Music Hap Palmer AR 514
b) Identifies and names colors. Later, labels with color words.	Color Lotto game for small groups. Paste or tape 3" squares of colored felt on 9" square piece of hardboard so that each board has 9 colors on it. red yellow blue green brown black purple white orange Set up 4 boards. Arrange colors on each board in a different way. From a stack of colored felt squares give a child a felt square, say the name of the color and ask child to find a square on his board that is the same color. When he does, he covers the square with felt, Repeat until all squares on the board are covered. Using poster board in each of the colors, cut out 3" circles. Staple each colored circle to a popsicle stick.	Felt color board -- 9" squares of hardboard. Felt cut into 3" squares. Construction paper color board-- Cut squares of colored construction paper. Paste on piece of cardboard. Cover board with Saran Wrap. Songs -- using each child's name and the color of an item of clothing. "Mary wore a red dress, A red dress, a red dress, Mary wore a red dress All day long."

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YOUR COMMENTS	ADDITONAL ACTIVITIES AND/OR MATERIALS

OBJECTIVE #1 COLOR RECOGNITION -- Gains familiarity with colors and their names.

EXPECTED PERFORMANCE	ACTIVITIES	MATERIALS
	Holding up one at a time, sing "Lollipop, lollipop, who will buy my lollipop?" "What color is it?" Call on a child. If he says the correct color, he gets to hold the lollipop.	"Tommy wore a blue shirt, A blue shirt, a blue shirt Tommy wore a blue shirt All day long."
	Play color fishing game. Fish are cut out of colored construction paper. Staple a metal clip to each fish. For fishing rod attach an 18" string to a pencil and tie a magnet to the end of the string. As child catches a "fish" he calls out the color.	Books What is the Color of the Wide,Wide World? Margaret Friskey Little Blue and Little Yellow Leo Lionni
	Use one color at a time. One day paint at easel with green paint. Serve green vegetables. Next day finger paint with yellow paint. Reinforce by serving yellow foods. On "orange day" have children cut and paste with orange paper. Serve oranges, orange juice etc. on that day. On "purple day" grate purple crayons and spread between two sheets of wax paper. Serve purple plums or grapes. On "white day" whip up Ivory Flakes and use as finger paint on table tops. Serve white milk, white bread, vanilla ice cream for the edibles.	Table easel -- cut a medium sized carton in half diagonally Tempera paint Colored foods -- vegetables fruit, milk, ice cream Ivory Flakes
c) Combines two primary colors to create secondary color.	On moistened finger paint paper place two dabs of tempera, one each of a primary color. Have child mix tempera dabs and see what happens. Similiarly blend finger paints.	Finger paint paper Color paddles or sheets of colored plastic Colored cellophane
	At easel set out two containers of tempera using two of the primary colors. Color paddles -- have children place one paddle over another to see which new color is created. Using a primary color of tempera, finger paint or chalk, let children create new tints by adding varying amounts of white to their productions. Let them create shades by adding black.	

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YOUR COMMENTS

ADDITONAL ACTIVITIES AND/OR MATERIALS

OBJECTIVE #1 SHAPE RECOGNITION -- Learns geometric shapes.

EXPECTED PERFORMANCE	ACTIVITIES	MATERIALS
a) Matches shapes -- such as circles, squares, triangles, diamonds. Uses three-dimensional manipulatives.	Introduce one shape at a time. Provide manipulative experiences with each shape -- sorting, stacking, matching. Cut out construction paper shapes. Have child sort shapes into groups, all circles, all squares, all triangles,etc. Make large geometric shape outlines on floor using masking tape. Have child walk around the shape, sit inside it, jump in it, lie down in it. Outline shape with masking tape on a table top. Place several different solid shapes next to outline and ask child to place a matching solid shape inside the outline.	Orange -- sphere Ice Cream cones -- cone Geometric shapes and templates Attribute blocks
b) Identifies and labels shapes. Classifies circles, squares, triangles, etc. by name.	Fishing game with shapes -- 3" pieces of cardboard cut into geometric shapes with paper clip stapled onto center of each. If child can name the shape of the fish he caught, he gets to keep the fish. Cut potatoes and sponges into various shapes. Dip in flat containers of thick paint to make prints of geometric patterns. Give child 3" cut-out semicircles and have him form circles; quarter circles to make circles. Have him reassemble squares that have been cut diagonally.	Sponges Potatoes Tempera Construction paper

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YOUR COMMENTS

ADDITONAL ACTIVITIES AND/OR MATERIALS

OBJECTIVE #1 SHAPE RECOGNITION -- Learns geometric shapes.

EXPECTED PERFORMANCE	ACTIVITIES	MATERIALS
c) Picks out objects in his environment that have same shapes as specific shape he is working with.	Put out toys that exemplify shapes that are being taught so that the children can discover circles in wheels, mirrors, roll of tape; square or rectangles in books, boxes, blocks, window frames, door frames, triangles in blocks, cookie cutters. Ask children to discover rectangles in the room -- windows, doors, table tops, blocks. Ask them to discover rectangles outside -- a truck, a house, a large building. Circles inside -- mirrors, round blocks-- and, circles outside -- balls, the sun, the moon-- can also be discovered. Set out pipe cleaners. Have children construct various geometric shapes. Then have them see how many changes are necessary to change the shape of the pipe cleaners from a square to a triangle, from a triangle to a diamond. Roll out cookie dough and have children cut dough into shapes with cookie cutters. Have children make their own circle-shaped tortillas, patting or rolling out their own tortillas.	Tortilla Recipe (see Gold section)
d) Verbalizes the characteristics of the different shapes.	Have children describe shapes. Set out straws or toothpicks. Put three together so they make a triangle. Ask "Who can tell me the name of this shape?" Then have child make his own triangle. Have child make own triangle and say "I have a triangle; it has three sides." Repeat with four straws or toothpicks making a square.	Paper straws Toothpicks Pipe cleaners

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YOUR COMMENTS

ADDITONAL ACTIVITIES AND/OR MATERIALS

INTELLECTUAL DEVELOPMENT

OBJECTIVE #1 RELATIONAL CONCEPTS -- Learns concepts of same/different.

EXPECTED PERFORMANCE	ACTIVITIES	MATERIALS
a) Matches two objects that have one common attribute (such as color or shape).	Provide many opportunities for sorting. Place plastic containers next to small objects that are to be sorted. Container can have a specific color painted on it if objects are to be sorted according to color, or a felt pen drawing of a shape if objects are to be sorted according to shape. Objects for sorting can be poker chips, beads, small colored blocks, colored felt, flannel or construction paper cut into various shapes.	Colored beads 1" colored blocks Pokerchips or plastic discs Felt cut-outs Plastic containers (1 pt. size) Buttons Wooden beads Attribute blocks Cuisenaire rods

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YOUR COMMENTS	ADDITONAL ACTIVITIES AND/OR MATERIALS

INTELLECTUAL DEVELOPMENT

OBJECTIVE #2 RELATIONAL CONCEPTS -- Learns concepts none/some/all.

EXPECTED PERFORMANCE	ACTIVITIES	MATERIALS
a) Recognizes that a total absence of objects means none and total presence of objects means all.	Use songs, finger plays that convey concepts of all or none such as"Five Little Chickadees." (see Gold section)	
b) Understands the concept of one more and one less.	Provide for many experiences collecting and accumulating objects in containers or assembling them in stacks. After child enumerates things one at a time, he is able to perceive them in a collective sense.	
c) Recognizes that something may have been added to or removed from a total number of objects.	Develop concept of addition using plastic counting discs or poker chips. Develop the concept of one more than and one less than. Have child start with a stack of 3 discs. Hand him 1 more disc to add to the stack and have him count them and see there are now 4 discs. Have him make 2 stacks of 2. These are subsets. When joined together they make a set -- Addition. When child removes 1 subset, he can see he has the same number of discs he started with -- Subtraction. Point out, "You had 3 discs, you added 1 more, and then you had 4 discs. You took 2 discs away and you had 2 discs left."	Poker chips Plastic counting discs Wooden blocks Books Millions of Cats Wanda Gag

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YOUR COMMENTS	ADDITONAL ACTIVITIES AND/OR MATERIALS

INTELLECTUAL DEVELOPMENT

OBJECTIVE #2 RELATIONAL CONCEPTS -- Learns concepts none/some/all.

EXPECTED PERFORMANCE	ACTIVITIES	MATERIALS
d) Verbalizes when he has none/some or all of a total number of objects.	Set up an area where children can pour water, rice etc. from one container into another container. When one container has all of the water, have children distinguish that one container has all and the other has none of the water. When both containers are partly filled have children distinguish that each container has some of the water.	Plastic containers or pitchers Water basin (can use plastic baby tub) Plastic drop cloth to be placed under basin
	Using one small and one large container have children explore further. Ask "How many times do you have to fill the small container and pour the water into the big one, to fill the big one?"	Plastic or oil cloth aprons

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YOUR COMMENTS	ADDITONAL ACTIVITIES AND/OR MATERIALS

INTELLECTUAL DEVELOPMENT

OBJECTIVE #3 RELATIONAL CONCEPTS -- Learns concepts of part/whole relationships.

EXPECTED PERFORMANCE	ACTIVITIES	MATERIALS
a) Structures parts into whole in working with puzzles.	Begin with simple puzzles that just have 3 or 4 pieces. As child becomes adept at putting puzzles together, add more complicated puzzles. When child is having difficulty with a puzzle, assist him by asking questions that help him figure out where the pieces go. Such as -- "Where does the head go? That's right, it logically goes on top of the body." Use terminology such as "logically" when appropriate.	Wooden puzzles Homemade puzzles Magazine or catalog pictures pasted on heavy cardboard cut into several pieces
b) Creates a new whole when given parts such as blocks, tinker toys, interlocking wooden pieces.	Using colored 1" blocks or parquetry blocks, create a simple design and have child duplicate the model with his set of blocks. Invite child to produce his own design with the blocks. Set out wooden beads in different shapes and colors. Encourage him to create his own patterns in stringing them with tinker toys, have him create some original shapes. Large block construction can be used to stimulate the imagination and contribute to dramatic play. To encourage creative block construction, add rubber animals and people, boxes, boards, small cars, and trucks, airplane, trains, etc. to block area.	1" wooden blocks Parquetry sets Tinker toys Wooden beads Scrap telephone cable wire for stringing Big blocks
c) Distinguishes figure from ground in pictures.	Make scribble drawing with letters or figures in them. Have child recognize letters or figures in drawings.	

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YOUR COMMENTS

ADDITONAL ACTIVITIES AND/OR MATERIALS

INTELLECTUAL DEVELOPMENT

OBJECTIVE # 4 RELATIONAL CONCEPTS -- Learns spatial relationships such as up/down, over/under, on/through, around next to, near/far, close to/away from, left

EXPECTED PERFORMANCE	ACTIVITIES	MATERIALS
a) Points to positions of objects when given a verbal stimulus.	Start with games or activities that involve the child's entire body. Provide a model for the child to follow as he hears the words. Lift your arms up as you tell child to left his arms, put them down when you tell child to put them down. Or, hold a puppet and have puppet be the model. Game can be,"Mr. Puppet says -- ' walk around the table'." "Mr. Puppet says -- 'sit next to the wall'." The games should be kept short. In giving verbal directions during the course of the day, emphasize key locational words; "Mary you may sit next to Rickey." "Jimmy you may be first to go outside."	Homemade puppets Children's drawings or figues cut from magazines. Mount heavy paper, fastened to paint paddle or popsicle stick. Stuff paper bag with paper. Stuff sock, use buttons for eyes and mouth. Add wool for hair.
b) Places objects in spatial positions when given verbal stimulus. Verbalizes which is up, which is down, etc. Distinguishes top from bottom, back from front, inside from outside.	Have children put chairs, tables, cartons, large blocks in a row. Play games that include verbal directions such as "Simon says walk through the door."--"Step over the blocks."--"Crawl under the table."--"Crawl inside the box."--"Hide in back of the box."--"Stand on top of the chair." Have children take turns setting the table at snack or meal times so they can have experiences with such spatial relationships as putting the plates in the middle of the placemats, the spoons on the right side, the forks on the left side, the napkins under the forks.	Cardboard tunnel Cut end of several large boxes. Use boxes for child to crawl through.
c) Has some recognition of which is his right hand, which is his left hand.	Play games which emphasize right and left such as " Hokey-Pokey." Mark right hand with ribbon, tape etc. Experiences with ball or bean bag (throw ball with right hand, left hand; kick with right foot, left foot) (See Gold section for directions on these games.)	

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YOUR COMMENTS	ADDITONAL ACTIVITIES AND/OR MATERIALS

INTELLECTUAL DEVELOPMENT

OBJECTIVE #5 RELATIONAL CONCEPTS -- Learns temporal relationships such as before/after, beginning/end, first/last/next.

EXPECTED PERFORMANCE	ACTIVITIES	MATERIALS
a) Associates activities and events with time periods of day.	Keep sequence of activities similar each day with quiet times following active times, outdoor times following indoor times. The children will learn the pattern of the schedule and know about when it's time to have their snack, to go outdoors, to have a story read to them. Prepare children a few minutes before an activity will be changed with statements such as "After we finish painting we will have a snack."	Chart on wall with sequence of activities-- have picture of activities with the word have a picture or a cookie next to the word have a picture of a tricycle next to "outdoor time."
b) Recognizes and verbalizes time sequences in a story or life situation, what comes first, what comes next, what is the beginning, what is the end.	Encourage child to talk about something he has done or seen, or to talk about a story he has heard. Try to ask child questions that will help him develop his ideas sequentially. Questions such as -- "And what do you think happens after that?"	Make a daily schedule sequence clock
c) Understands what it means to be first/last/before/after.	Play games that require children to take turns. Keep group small so children do not have to wait more than just a few minutes for a turn. Let each child know if his turn is first or last or before or after another child's turn. Games: Hopscotch, Leap-frog, Jump-rope, Ball throw and catch, Kick-the-stick, Musical chairs. (The games should have few rules and should not be competitive.)	Commercial or homemade sequence pictures of familiar stories.
d) Begins to understand the relationship of yesterday, today, and tomorrow.	Discuss plans for tomorrow or what was done yesterday and plans for today. Show through calendar of activities what is today, all the tomorrows, and all the yesterdays.	Calendar

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YOUR COMMENTS	ADDITONAL ACTIVITIES AND/OR MATERIALS

OBJECTIVE #6 RELATIONAL CONCEPTS -- Learns concepts of distance such as near/far, close to/away from.

EXPECTED PERFORMANCE	ACTIVITIES	MATERIALS
a) Places objects close to or away from each other according to a verbal stimulus.	With Lotto Cards have child place two cards that match each other close together and cards that don't match away from each other. Verbalize concepts of near or far when child is working with different objects. Point out "The truck is near the chair; the blocks are not near the wagon, they are far away."	Lotto cards Cut 2" squares of manila paper. Draw designs on them with felt pens or paste cut-out pictures on them. Set up sets of 2 each.
b) Identifies and verbalizes whether objects are close to or far away from him.	Take children for a walk. Talk about what they see that is close to them, what they see that is far away. Large muscle activities offer experiences in concepts of distance. "Can you climb up to the top of the hill?" "Can you swing as high as that tree branch?" "Can you throw the ball as far as that fence?"	
c) Abstracts idea that certain places are close to home or school or far from home or school.	Take children for walks in the neighborhood and on bus trips outside the immediate community so that they may gain some experiences with distances. Talk about how many corners they had to turn or how many streets they had to cross to get to where they were going. Field trips should be limited in number and be of good educational value. Take pictures of places of interest in the community or use study prints of gas stations, shops, fire stations, etc. Have children arrange pictures on large sheet of paper on which an outline of the school has been drawn. Ask children to place the pictures according to where they visualize the places are in relation to the school. "Is this building close to the school or did you have to take a long walk?"	

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YOUR COMMENTS

ADDITONAL ACTIVITIES AND/OR MATERIALS

OBJECTIVE #1 CLASSIFYING -- Learns to classify on the basis of different categorical criteria.

EXPECTED PERFORMANCE	ACTIVITIES	MATERIALS
a) Matches and sorts according to one attribute such as color, shape, size in this progression of difficulty.	Use a set of kindergarten beads in 2 sizes, 2 shapes, and 2 colors. Make a model string using beads that are all of the same color (e.g. red). Have child copy the string by suggesting that he string all of the red beads on his piece of wire. Next make a model string using the second color. Follow this with a model string using beads that all have the same shape. Verbalize the name of the color or of the shape that is being used. Set up 3 plastic containers. Give child an assortment of 3 kinds of nuts (pecans, walnuts, peanuts). Put one of each kind in each container and have child sort the nuts according to the model in the container. Set up similar sorting games using poker chips or colored beads.	Colored beads Telephone cable wire Beads can be made out of thread spools 2lbs. of nuts walnuts, peanuts Plastic containers Poker chips
b) Matches and sorts according to more than one attribute. Identifies common attributes of objects he is categorizing.	Set up a "color" table. Everything on it must be the same color. Children may bring in items to add to the collection. Use playing cards for matching colors, shapes, numbers. For experiences of sorting on the basis of color and shape, the following ideas are helpful. Label plastic containers with a paper cut-out of shape in appropriate color or with a drawing made with a color crayon. Cut felt pieces in the colors and shapes called for, and have children sort and match according to the 2 criteria.	Book Everything has Shape Bernice Kohn

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YOUR COMMENTS	ADDITONAL ACTIVITIES AND/OR MATERIALS

OBJECTIVE #1 CLASSIFYING -- Learns to classify on the basis of different categorical criteria.

EXPECTED PERFORMANCE	ACTIVITIES	MATERIALS
c) Abstracts several attributes in generalizing a classification or category.	To identify common attributes -- place on table hammer and nail, ball and bat, cup and saucer, brush and paints or other items that go together. Have child identify them. Scramble the items and have child put them together. Ask why they go together. Display books, pictures, toy models of animals. Visit farms, zoos, homes that have animals. Have children bring their pets to visit the school. Point out that all of these are animals but that some are domestic animals (dogs, cats), some are farm animals (cows, horses, sheep, pigs), some are wild animals that live in the cold regions (polar bears, seals) so that the children can become familiar with the concept of different classifications within a category. Have children find things in the room that go together. Ask them to find things we can write with and put them together (pencils, crayons, felt pens, chalk); things we clean the house with (brooms, mops, dustpans, sponges); things we build with, we eat with, etc. Allow child to sort to his own category and verbalize his own ideas or reasons.	Books Work Jobs

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YOUR COMMENTS	ADDITONAL ACTIVITIES AND/OR MATERIALS

OBJECTIVE #1 SEQUENCING -- Learns seriation and sequencing.

EXPECTED PERFORMANCE	ACTIVITIES	MATERIALS
a) Places objects in a sequential order given a concrete criteria base, such as color and size. Counts sequentially.	Patterning can be done with manipulative toys according to color, size, shape etc. Set out peg boards and pegs. On one board place pegs in a sequential color pattern -- 2 red pegs, 2 blue pegs, 2 yellow pegs etc. and have child replicate the pattern on his board. Verbalize the pattern if necessary. "Here are 2 red pegs then 2 blue pegs etc." Allow plenty of space so child can extend pattern. Sing counting songs such as: "One-two buckle my shoe, three-four shut the door, five-six pick up sticks, seven-eight lay them straight, nine-ten the big fat hen."	Peg boards Cut commercial peg board into 12" squares. Glue 2 squares together for depth. Use cut off golf tees as pegs. Pattern cards Parquetry blocks Beads
b) Arranges ideas or objects within a developmental sequence or arrangement.	Using Cuisenaire rods, wooden dowels, stacking rings, or blocks, set up patterns that child can extend. Patterns can be set up according to the following ordering concepts: largest to smallest, tallest to shortest, widest to narrowest. When children arrive at school,state: "This is the first day we come to school;(or the second day); this is the last day of this week that we come to school."	Wooden dowels cut into 3", 7", 9" lengths Book Jeanne-Marie Counts Her Sheep Francois Flannel board stories Flannel board Felt cut-out figure shapes
c) Verbalizes the correct order of events.	Tell stories with a sequence of events and use flannel board and figures to be added to or taken from board as story progresses. Place pictures from left to right across the board. After children are familiar with stories place the felt figure shapes near the board and let them have experiences telling the stories as they place the figures on the board.	Stories "Three Billy Goats Gruff" "The Gingerbread Boy" "Little Red Riding Hood" "The Three Little Pigs"

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YOUR COMMENTS

ADDITONAL ACTIVITIES AND/OR MATERIALS

OBJECTIVE #1 LEFT TO RIGHT SEQUENCING -- Learns left-right sequencing.

EXPECTED PERFORMANCE	ACTIVITIES	MATERIALS
a) Follows left-to-right sequencing when telling about a series of 3 or 4 pictures.	Set up story pictures of nursery-rhymes cards that come in series of three. Tell the story or recite the rhyme in sequence. Scramble the cards and have children put them back in order as they tell the story or recite the rhyme.	
b) Arranges a progressive series of numerals or pictures in left to right sequence.	Cut out or draw set of 5 or 6 pictures with first picture showing boy or girl waking up, second picture with child dressing, third picture with child brushing teeth, fourth picture with child eating breakfast, fifth with child going to school. Scramble pictures on table. Have student arrange pictures in a left to right sequence and tell story of what is happening. Help students arrange a series of numerals on flannel or magnetic board starting with 1 and progressing to 10, or a set of shapes starting with the smallest shape and progressing to the largest shape. Use lots of verbal interaction.	Flannel board flannel stapled or taped onto heavy board Story figures cut figures out of inexpensive story books, paste sandpaper on back
c) Prints or reads letters of his name in left-to-right sequence.	When child is ready, encourage him to print his name in upper left hand corner of his paper so that he will become accustomed to looking first at that corner of a page when starting to read.	

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YOUR COMMENTS

ADDITONAL ACTIVITIES AND/OR MATERIALS

OBJECTIVE #1 THE CHILD AND HIS WORLD: ENVIRONMENTAL AWARENESS -- Becomes aware of himself in relation to the natural forces of the environment.

EXPECTED PERFORMANCE	ACTIVITIES	MATERIALS
a) Shows awareness of different types of weather. Knows he needs heavy clothing on a cold day and light clothing on a warm day.	Have children discuss boots and mittens and jackets they wear on cold or snowy days, jackets and rainhats or raincoats they may wear on rainy days. Bring an umbrella to school. Take a few children at a time for a walk in rain under the umbrella. Talk about types of clothing worn in warm weather. Cut out large felt figures of boy and girl. Cut out felt shapes of different types of clothing. Have children put felt clothing on felt figure that is appropriate for the weather. Hang thermometer inside and outdoors. Children will notice changes in temperature as mercury goes higher or lower.	Books A Snowy Day, E.J. Keats White Snow, Bright Snow Alvin Tressett Felt cut-outs Felt board
b) Knows that the moon is associated with night and the sun with the day. Distinguishes stars and clouds in the sky. Knows that it is cold in the winter, warm in the summer. Knows that some flowers start to bloom in the spring and that some trees lose their leaves in the fall.	Use pictures that show the different seasons; spring, summer, fall and winter. Have children plant flowers in the spring. They can prepare the soil with digging tools, plant flower or vegetable seeds, water and weed the plants and observe how they grow through the warm summer months. Indoors small plants can be grown in flower pots or in cardboard cartons that are lined with plastic sheeting. Beans or grass seed can be sprouted in wet cotton or on damp paper toweling. Seeds can be examined under a microscope.	Books Goodnight Moon Margaret W. Brown:Harper Earth and Sky Mona Day: Harper One Day in Summer Jean Van Leeuwen:Rando It's Time Now Alvin Tressett:Lathrop Record Why Mommy Columbia Records *Cards (for use throughout this section of "The Child and his World" Environmental Values Action Cards (see Manual section in Bibliography).

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YOUR COMMENTS	ADDITONAL ACTIVITIES AND/OR MATERIALS

OBJECTIVE #1 THE CHILD AND HIS WORLD: ENVIRONMENTAL AWARENESS -- Becomes aware of himself in relation to the natural forces of the environment.

EXPECTED PERFORMANCE	ACTIVITIES	MATERIALS
	Collect leaves from different trees, make leaf prints. Place leaf on table, place sheet of paper on top and rub over with crayon.	
	In the autumn, the children can rake the leaves, bring some leaves indoors and press them between two sheets of wax paper to make place mats.	Wax paper
	When it snows, build snow fort outdoors, or bring snow indoors in large tubs. Press snow into small square empty milk cartons (a little water can be added to the snow to help it freeze). When the snow hardens, remove from carton-use square blocks for building Igloos.	Milk cartons
	Look at snow through a microscope or against black paper.	Microscope Black paper
	Walk in the snow and discuss footprints. Look for animal footprints and identify them.	
	Put food outside for animals and birds. For birds--insert pipe cleaner in piece of dry bread and hang on tree.	Pipe cleaners Dry bread
	Read stories about nighttime (the stars and the moon) such as Goodnight Moon. Make a night picture by coloring a heavy piece of construction paper with black crayon. A nail or a pin can be used to etch stars or a moon on the picture.	Heavy construction paper Nails or pins

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YOUR COMMENTS	ADDITONAL ACTIVITIES AND/OR MATERIALS

OBJECTIVE #1 THE CHILD AND HIS WORLD: ENVIRONMENTAL AWARENESS -- Becomes aware of himself in relation to the natural forces of the environment.

EXPECTED PERFORMANCE	ACTIVITIES	MATERIALS
	Show how clouds form when warm air rises from the ground. Pour hot water into a bottle. When bottle becomes hot, pour out all but 1" of the water. Stretch cloth over the mouth of the bottle. Put crushed ice on this and fasten the cloth and ice in place.	Bottle Cloth Crushed ice
c) Understands that there are some natural forces over which man has no control (weather, earthquakes, floods) and that there are some over which he has some control.	Demonstrate how erosion of the soil takes place. Pour water over some sloping soil and show how the water washes away the top soil. Pour water over a grass-covered slope to show how grass protects the top soil from washing away or eroding. Explain that erosion is a natural process. Ask where eroded soil goes. (It forms flood plains and deltas--very rich farming soils.)	

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YOUR COMMENTS

ADDITONAL ACTIVITIES AND/OR MATERIALS

OBJECTIVE #2 THE CHILD AND HIS WORLD: ENVIRONMENTAL AWARENESS -- Sees that he can exercise some control over the environment.

EXPECTED PERFORMANCE	ACTIVITIES	MATERIALS
a) Helps to pick up and clean up under directed guidance.	Have children put toys back where they got them. The teacher can help set an example with such suggestions as "You put away the trucks while I put away the safety signs." Have waste paper containers handy so children can dispose of litter.	Waste baskets
	Have children take care of their own possessions; hang up their wraps, help clean up after a work session. Have a small bucket and sponge handy so child can clean up after he spills something.	Bucket and sponge
b) Understands that litter and neglect have adverse effects on his environment. Helps in group planning to improve his environment.	Have children help in decorating the classroom. They can hang their paintings on the wall with masking tape. They can bring flowers in from outdoors and place them in containers. They can plant a garden outdoors. They can help plan re-arrangement of different classroom areas.	Masking tape
c) Initiates and plans activities that help protect his environment with emphasis on conservation in practical ways.	Have children learn that empty bottles, aluminum cans and paper cartons can be recycled (used over again). Have children save them (they can bring them from home or save those that are accumulated in school). As a class project, they can carry them to a recycling collection center in a nearby store.	Poems Poems for Young Gardeners Ella Bramblett
	Children can make their own compost and learn that we can put back in the ground what we have taken from it. In the fall, the children can rake the leaves and pile them in one area. Add nitrogen to the compost pile to get the leaves to break down, (manure is good nitrogen supplement -- 1 part manure to 5 parts leaves).	Leaves Nitrogen Manure
	Conserve classroom materials: paper, paste, glue, water.	

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YOUR COMMENTS

ADDITONAL ACTIVITIES AND/OR MATERIALS

OBJECTIVE #3 THE CHILD AND HIS WORLD: ENVIRONMENTAL AWARENESS -- Learns that an inter-dependency exists among all living things.

EXPECTED PERFORMANCE	ACTIVITIES	MATERIALS
a) Shows an interest in and a concern for living things such as plants and animals.	Have children feed the school pets -- gold fish, parakeets, white mice, guinea pigs, hamsters etc. Take them to visit the zoo or a nearby farm where they can observe different kinds of animals. Have children bring their pets to visit the school.	Pets SCIS Materials ESS Materials
b) Understands that plants, animals and man are inter-dependent. That he has to feed and care for his pets, water his plants, etc. Knows that some plants and animals provide him with his food and with some of his clothing.	Have the children compare what happens to a plant that is not watered and is kept in a dark area with one that they water and put in an area that receives light. Have children walk around area and make sure there is some food and water for the birds. They can hang feeders on tree branches for the birds. Have pictures of different kinds of fruits and vegetables and how they grow (whether on bushes, trees, or under the ground). Bring in samples of the real fruits and vegetables and place on a table next to each picture. (two pages over, Objective #4 a) Let children sample the foods. Use pictures of fish and of animals that provide us with meat. Use pictures of sheep and some samples of raw wool and finished wool; a picture of a silkworm and a silk scarf; a sample of a cotton plant and a cotton shirt. Point out that plants furnish shelter for animals. Point out that snakes live behind rocks; ants live in sand; squirrels live in tree trunks; gophers live under the ground. Have children find earthworms and observe where they live.	Plants Beans Pine Cones Bird feeders -- Pine cone feeder Spread peanut butter on cone. Dip cone in bird seed. Tie string to cone and branch. Pictures of fruits and vegetables Real fruit and vegetables Book The Carrot Seed Ruth Krauss Pictures of fish, animals, raw wool, silkworm, cotton plant

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YOUR COMMENTS

ADDITONAL ACTIVITIES AND/OR MATERIALS

OBJECTIVE #3 THE CHILD AND HIS WORLD: ENVIRONMENTAL AWARENESS -- Learns that an inter-dependency exists among all living things.

EXPECTED PERFORMANCE	ACTIVITIES	MATERIALS
c) Understands that man has a responsibility to help protect his environment -- to protect animal life and not despoil the rivers, lakes and forests.	Talk about fire safety. Very cautiously burn a few sticks and have children observe the smoke, feel the heat, and see that ashes and soot remain. Talk about the fact that smoke gets in the eyes and throat and irritates them and that man and animals and plants would not be able to breathe and live if smoke and other gases replaced the air around us. Discuss fire safety in the home and what to do in case of fire. Show pictures of forest fires. Bring in pictures of Smokey the Bear taken from newspaper. Talk about fire safety when out hiking or on a camping trip. Explain that some forest and range fires are natural and desirable; others, unwanted and undesirable. Have children observe the exhaust from a car's engine and become aware of how that pollutes the air.	Sticks Get checklist from the City Fire Dept. Pictures

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YOUR COMMENTS

ADDITONAL ACTIVITIES AND/OR MATERIALS

OBJECTIVE #4 THE CHILD AND HIS WORLD: ENVIRONMENTAL AWARENESS -- Develops an aesthetic sense. Appreciates beauty in the world around him.

EXPECTED PERFORMANCE	ACTIVITIES	MATERIALS
a) Notices and contributes to beauty in the outside environment. b) Learns about beauty in words, art and music.	Take children on nature walks. Have them notice different shapes of rocks, colors of leaves, flowers, the graceful formation of clouds in the sky, the colors of the sky. Have the children plant and take care of flowers, trees and shrubs etc. with emphasis on conservation. (see two pages back, Objective #3 b) Bring in book with pictures of beautiful paintings. Read poetry to the children. Play classical music on the record player. Have children paint what they feel as they listen to music. Take children on visit to museum to see paintings, sculptures etc.	Books Famous Paintings Alice Chase Looking at Art Alice Chase Record Nutcracker Suite Tchaikovsky Painting supplies Easels

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YOUR COMMENTS	ADDITONAL ACTIVITIES AND/OR MATERIALS

OBJECTIVE #1 SCIENCE CONCEPTS -- Learns that physical matter takes the form of solids, liquids or gases.

EXPECTED PERFORMANCE	ACTIVITIES	MATERIALS
a) Identifies solids (a rock, a piece of iron), liquids (milk, water) and gases (smoke, air).	Take a rock-hunting walk around the school and have children gather a variety of rocks. Put rock exhibit on shelves, table or wooden crate. Label the rocks. Display books with pictures of rocks. If rocks have dirt on them, children can wash rocks in soapy water. If there are tiny crystals in the exhibit, they can be placed in plastic pill boxes. Set up water table with containers so children can pour the liquid from one container into another. When serving juice or milk let children pour the liquid from the container into their cups. Walk to observe smoke coming from smoke stacks and chimneys. Burn a candle and have children observe the smoke which is the gas formed when the candle is burned.	Books The Story of Rocks D. Shuttlesworth The Rock Book Carrol Lane Fenton 101 Science Experiments
b) Classifies matter on physical basis.	Have children feel the hardness and the various textures of rocks they have gathered. Have them put a rock in a basin of water to discover it will float. Have children experiment with magnets. Drop a bunch of tacks, nails, paper clips on the floor. Have them pull them up with the magnets. Have them use the magnets on crayons, blocks, chalk, plastic objects, fabric, paper and have them discover that the magnet won't pull any of them up but will only attract things that are made of iron or steel.	Books Science Can be Fun Munro Leaf The Science Book of Magnets H. Ruchlin Science materials center (check this list) Magnet

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YOUR COMMENTS	ADDITONAL ACTIVITIES AND/OR MATERIALS

OBJECTIVE #1 SCIENCE CONCEPTS -- Learns that physical matter takes the form of solids, liquids or gases.

EXPECTED PERFORMANCE	ACTIVITIES	MATERIALS
	While playing with water have children discover all the things they can do with it -- drink it, wash themselves with it, pour it, wash clothes, wash dishes, wash tables, wash floors. Discuss other liquids--milk, juice, pop, coffee, tea. Ask what we do with these liquids. After children see smoke, discuss a gas that we can't see such as air. We can't see it, but we can see things being moved by it, like dust, or leaves, or clothes flapping on a clothesline. Have them watch air take up space. Turn a glass full of water upside down and push it down into a basin of water. See how the air takes up space and pushes the water so it can't fill the glass. Turn the glass over and let the air out. Then the glass will fill all the way up with water and sink.	Glass, water
c) Verbalizes about various characteristics of each form of matter.	Let child discover that iron is hard and either rough textured or smooth textured and rocks are hard and either rough or smooth but that a piece of iron can be pulled by a magnet, but a rock can't. While playing with water have them discover that water has force and can push things away, that water has weight, that it has no color but sometimes appears to be green or blue. Have them discover that water makes noise, that it flows and will take on the shape of any container it is put into. Have them discover that air can be hot or cold, heavy or light.	Iron, rocks

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YOUR COMMENTS	ADDITONAL ACTIVITIES AND/OR MATERIALS

OBJECTIVE #1 SCIENCE CONCEPTS -- Learns that physical matter takes the form of solids, liquids, or gases.

EXPECTED PERFORMANCE	ACTIVITIES	MATERIALS
	Cold air doesn't take up as much space as hot air. Put a milk bottle full of air upside down in a bowl of water and mark how high the water comes inside the bottle. Put them in a refrigerator for an hour. When you take them out you will see that the cold air takes up less space now and has let more water go up higher into the bottle. When air gets hot it pushes and takes up more space. It is lighter than cold air, so it moves up and away from the cold air that is near the ground. Blow some soap bubbles near a warm heater or stove and watch the warm air push the bubbles up. Have children examine some of the following objects and distinguish which are solids, which are liquids, and which are gases. Wood, metal, ice, water in a container, balloons filled with air, can be examined by the children too. In practical ways, give children experiences with steps of the scientific method. 1. Raise a question. 2. Do research. 3. Predict outcome. 4. Perform a task. Make observations. 5. Record. 6. Draw conclusions.	Soap bubbles Liquid soap (made from a pure soap, not a detergent) in a pan of water. Add a few drops of glycerine. Have children beat mixture with hand egg beaters.

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YOUR COMMENTS

ADDITONAL ACTIVITIES AND/OR MATERIALS

OBJECTIVE #2 SCIENCE CONCEPTS -- Learns that physical changes can take place in matter.

EXPECTED PERFORMANCE	ACTIVITIES	MATERIALS
a) Identifies physical matter in its various forms; such as, ice is another form of matter.	Have children put water in paper cups and place the cups in a freezer. Discuss the results so that they understand that water is still water even though it is in a solid state. When water runs out of a faucet or a hose and the children can drink it or swim in it, it is a liquid. When it gets cold enough to freeze and becomes hard so it has a shape, it is a solid.	Paper cups
b) Performs simple experiments such as making ice cubes, boiling water and watching the steam form. Explains how the physical changes take place.	Have children put a piece of ice in a pan. Put it on a stove and as it gets warm they will see the ice melt and become a liquid. As the liquid starts to boil they will be able to see it become steam which is a gaseous form of water. When it is a gas it can't be seen (just as air can't be seen) until it cools enough to change back to liquid drops. Then it can be seen even though the drops are very tiny and light enough to float in the air.	Ice Study prints of different types of weather. Magazine pictures Globe
c) Predicts possible outcomes of simple experiments.	After children are able to predict what will happen to the water when it is left to boil, and what will happen to the ice when it is left in a warm place, present the concepts of liquid, solid and gas as they are related to the earth and weather. In the winter, when it is very cold, some of the water in rivers, lakes and ponds freezes and becomes solid ice.	Book Little Johnny Raindrop Gary Swant Deer Lodge, Montana

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YOUR COMMENTS	ADDITONAL ACTIVITIES AND/OR MATERIALS

OBJECTIVE #2 SCIENCE CONCEPTS -- Learns that physical changes can take place in matter.

EXPECTED PERFORMANCE	ACTIVITIES	MATERIALS
	Snow is frozen water from clouds, so snow is a water solid too. When water will pour, it is a liquid. Rain is a liquid. Rain goes into the ground and runs from streams to lakes and rivers or to oceans. The hot sun heats some of the water in the oceans, lakes and rivers and the heated vapor goes into the air. There it cools and becomes tiny drops of liquid and forms clouds. When the water in the clouds cools enough to stick together as large drops, it becomes rain.	

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YOUR COMMENTS	ADDITONAL ACTIVITIES AND/OR MATERIALS

OBJECTIVE #3 SCIENCE CONCEPTS -- Learns that chemical changes take place in matter.

EXPECTED PERFORMANCE	ACTIVITIES	MATERIALS
a) Performs simple experiments to make chemical changes take place in matter.	In cooking and baking, chemical changes take place in the foods that are bring used.	
	Make jello to show how a liquid becomes a solid.	
	Have children examine, smell and taste popping corn before it is put into the hot oil. If there is a glass lid on the popper, have them see the kernels beginning to change shape and size as they are exposed to heat. When corn has popped let them see the difference, and taste and smell the difference, between the raw kernels and the cooked kernels.	Corn popper or heavy pot with lid Popping corn Oil, salt
	For baking use a simple biscuit recipe or gingerbread recipe. Let the children do the mixing, kneading and cutting. They could also prepare the dough for Tortillas, Sopaillas, or Indian Grease Bread.	For recipes see Gold section
	To have children learn how bread is made, try to arrange a visit to a bakery. Mix a basic bread dough and have it rise so that the rising effect of the yeast can be observed. Since bread dough needs 3 or 4 hours to rise and another 45 minutes to bake, it may be advisable to mix the dough one day, let it rise and then refrigerate it. On the second day let it rise again, shape it and bake it. Or use a prepared bread mix.	
	Toast bread, boil potatoes, slice and boil apples. Allow students to taste and examine each before and after heat is applied.	Bread, potatoes, apples

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YOUR COMMENTS

ADDITONAL ACTIVITIES AND/OR MATERIALS

OBJECTIVE #3 SCIENCE CONCEPTS -- Learns that chemical changes take place in matter.

EXPECTED PERFORMANCE	ACTIVITIES	MATERIALS
b) Predicts possible outcomes of the experiments he performs.	Bring in some real coal. Explain how coal was once plant life such as giant trees that grew in swamps. This was 200 million years ago. Over the years the trees died and fell over into the water and drowned. The great swamps became dry land and the layers of dead plants became buried deep in the earth and hardened into what we now call coal. Show how salt crystals can grow on coal. If coal is not available, use charcoal. Explain that charcoal was once pieces of wood just as real coal was. But instead of drying under the ground over millions of years, charcoal is made by slowly burning pieces of wood in furnaces in the absence of air. Experiment. Put several pieces of coal or charcoal in shallow bowl or aluminum pie pan. Add mixture of 1 cup clear ammonia, 1 cup laundry bluing, 1 cup salt, 1 cup water. Sprinkle red or yellow food coloring on top. Within a few hours salt crystals will form giving appearance of plants. Add water each day to keep moist.	Coal Charcoal Clear Ammonia Laundry bluing Pie tin Salt Food coloring

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YOUR COMMENTS

ADDITONAL ACTIVITIES AND/OR MATERIALS

INTELLECTUAL DEVELOPMENT

OBJECTIVE #1 NUMERAL RECOGNITION AND QUANTIFYING -- Learns to recognize numerals.

EXPECTED PERFORMANCE	ACTIVITIES	MATERIALS
a) Matches numeral shapes.	Have children match magnetic numeral shapes to numerals on magnetic boards, or felt numeral shapes to numerals on felt board. Use cards with sandpaper numerals so child can feel the shapes of the numerals.	Cut numerals 1 through 10 of heavy sandpaper. Glue onto 2" squares of cardboard.
b) Identifies and names numerals.	Numeral Fishing Game. Same as Alphabet fishing game, except, that a large numeral is printed on each fish. Numeral Lotto Game. Use large sheet of paper with 10 boxes drawn on it. Number each block with numerals 1 to 10. Give each child a stack of squares with a numeral 1 to 10 printed on it. Play same way as Alphabet Lotto Game. Add child's address to his name card so he can become familiar with the numerals (if there are any) used for his house number. Can also use child's telephone number. Use calendar to which the number of the day is added daily.	Calendar Mark out square for each day of the month. Make calendar on a large sheet of heavy paper. Cut separate squares.
c) Prints numerals.	Give child opportunity to print numerals with finger paint, brush and tempera, felt pen, chalk, pencil. Also,with a stick in moistened sand or in mud, numerals can be shaped. When measuring objects with various measuring devices, let child keep record of measurements by writing down the size of the object next to name or picture of the the object (to be done under supervision). Staple ten sheets of paper together to form a book and number each page. Child can draw or paste on each page.	Finger paint Add dry tempera in desired color to prepared liquid starch.

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YOUR COMMENTS

ADDITONAL ACTIVITIES AND/OR MATERIALS

OBJECTIVE #2 NUMERAL RECOGNITION AND QUANTIFYING -- Learns the concepts of quantity of number, length, weight, time, interval, temperature.

EXPECTED PERFORMANCE	ACTIVITIES	MATERIALS
a) Associates oneness and twoness with quantity sets.	Tell story of "The Three Bears" or make up a story which emphasizes numbers. Use props as story is told. For example, in telling story of "The Three Bears" place the figures of the bears on a flannel board and match the bowls of porridge, the chairs, and the beds to each bear. Let the children have experiences placing the cut-out shapes on the flannel board. Cut 4" numerals out of masonite or other hardboard. Drill holes to hold pegs, with each numeral having holes that correspond to the numeral. Place numerals and pegs on table for child to investigate. Help him match pegs to numeral. "One, two pegs and this is the numeral two."	Flannel board Staple light colored cotton flannel over 18"x24" piece of cardboard. Individual flannel boards Books My Big Golden Counting Book Lillian Moore 1 through 10 W. Frederico Jeanne-Marie Counts her Sheep Francoise
b) Acquires an increasing concept of numbers. Matches sets to a numeral. Recognizes equivalent and non-equivalent sets. Verbalizes which quantity is more, which quantity is less.	Children can help count how many boys and how many girls are present. Write number of each on a paper or on a board. Ask which set has more numbers. "Are there more boys or are there more girls?" When assisting in distributing supplies the child can be given a certain number of objects to match to the same number of children. For example, "Here are six paper plates. Give one to each of the six children seated at the table." Provide for many experiences with sand, water, clay, beads, blocks, so child can discover that changes in position or shape do not change quantity.	Set puzzles Counters Magnetic board

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YOUR COMMENTS	ADDITONAL ACTIVITIES AND/OR MATERIALS

OBJECTIVE #2 NUMERAL RECOGNITION AND QUANTIFYING -- Learns the concepts of quantity of number, length, weight, time, interval, temperature.

EXPECTED PERFORMANCE	ACTIVITIES	MATERIALS
c) Identifies the number symbols on a clock, a ruler, a scale, a large thermometer. Recognizes length and weight differences in objects in linear and/or metric systems.	Hang a large wall clock where children can clearly see the numerals on it and manipulate the hands. Talk about where the large hand points when it is time to eat, time to go home, etc. Let children use steel measuring tapes or yardsticks to measure the length of a table, the height of a block tower, the width of a window. Write down the measurements on a piece of paper next to name or picture of the object measured. Bring a scale to school and weigh each child. Point out how the numerals on scale show how many pounds each child weighs. Make a wall chart with each child's height and weight. On large sheet of butcher paper make a height line for each child (draw line with felt pen). Write his name above line, his height in feet and inches, and his weight in pounds or metric measurements. Use a balance scale so children can experiment with different weights of objects. Set thermometer outside a window. Point out number the mercury reaches on a hot day, on a cold day. Set thermometer in a tray of ice. Have children observe where the mercury is. As the ice melts have them observe how the mercury rises.	Clock Large thermometer Metal tape measures Yard sticks Scale Metric measurements Balance Scale Attach a 10" piece of wood vertically to a wooden block used as a stand. Drill a hole near top vertical piece, and place a straightened piece of wire hanger through the hole. Attach a piece of wire vertically to each end of the horizontal wire. Attach a plastic carton to each piece of vertical wire. Use nuts, small blocks, poker chips for use in balancing experiences.

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YOUR COMMENTS	ADDITONAL ACTIVITIES AND/OR MATERIALS

INTELLECTUAL DEVELOPMENT

OBJECTIVE #1 LETTER RECOGNITION -- Learns to recognize large print letter shapes.

EXPECTED PERFORMANCE	ACTIVITIES	MATERIALS
a) Matches large print letter shapes.	Print child's name in manuscript print with first letter capitalized in upper left hand corner of his papers and paintings and on his name tag. Spell out child's name as you write it. Reinforce the idea that letters can spell your name. Have child match the manuscript print with first letter capitalized in upper left hand corner of his papers and paintings and on his name tag. Spell out child's name as you write it. Reinforce the idea that letters can spell your name. Have child match magnetic alphabet letter to letters on a magnetic board. Cut out felt letters and have child match them to letters on a felt board. Use cards with sandpaper letters on them and have child feel the shape of the letters. Use large cut out cardboard or plastic letter shapes. Have child feel shapes, match shapes. Do this on floor where child has lots of space.	
b) Identifies and names letter shapes.	Alphabet Lotto Game. Draw 26 equal boxes on a large sheet of paper. Print letters of alphabet, one in each box. Print letters on small pieces of paper. "Deal" pieces of paper to each of four children, so each has several pieces. Hold up a piece of paper with a letter. "The letter is B." The child holding B can say "I have the letter B" and then place it on the B on the alphabet chart.	Books The Big Happy ABC Book Joan Bradfield Celestino Piatti's Animal ABC. Piatti Brian Wildsmith's ABC Brian Wildsmith
c) Prints some of the letters of the alphabet (with suggested use of appropriate pencil positions).	Have child print some of the letters after many experiences with eye-hand coordination and developed hand and finger dexterity. Accept child's product.	

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YOUR COMMENTS	ADDITONAL ACTIVITIES AND/OR MATERIALS

INTELLECTUAL DEVELOPMENT

OBJECTIVE #1 WORD RECOGNITION -- Learns to recognize names.

EXPECTED PERFORMANCE	ACTIVITIES	MATERIALS
a) Recognizes his printed name.	Make name card for each child. On 3x5 card or piece of tagboard, print child's name (use first and last name). Set cards out on table, each card face up. When child comes to class each day he picks out his name card and tacks it to bulletin board, wall or other designated place.	Place Mats Use washable heavy wallpaper squares (about 12'x15"), or cut flannel-backed plastic or heavy plastic sheets into squares.
b) Recognizes classmate's printed name.	Print names on placemats. Child sits at table where he finds placemat with his name. Place name cards above coat hooks or "Cubbies" where child hangs his coat or stores his prized possessions.	Empty ice cream cartons or boxes can be stacked and used as "cubbies".
c) Prints his name.	Give child who is ready for it, the opportunity to print his own name on his papers and drawings. Let him paint his name while painting with a brush; print his name when using finger paint; or print his name in moistened sand in the sand box.	Playdough Paint Brush

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YOUR COMMENTS	ADDITONAL ACTIVITIES AND/OR MATERIALS

OBJECTIVE #1 REASONING AND PROBLEM SOLVING -- Develops reasoning and problem solving skills.

EXPECTED PERFORMANCE	ACTIVITIES	MATERIALS
	TEACHER'S NOTE Reasoning and problem-solving may be recognized by the following examples: -- when the child works through a conflicting situation with another child (affective area); -- when the child fits the pieces of a puzzle together or tries to figure out where the water went when it evaporates (cognitive area); -- when the child tries to decide how to balance on one leg and at the same time make a big shape with the rest of his body (motor area); -- when the child tries to figure out how the clay can be molded to make a specific form (creative area).	
a) Synthesizes several concepts from a non-present or past experience to form a reason.	Draw a picture with a figure in it that is incongruous or that is presented in an unexpected way (such as a dog flying). Have a child recognize the discordant feature of the picture. When a child is telling an original story ask leading questions like: "What do you think will happen next?" Place outline figures of a boy and a girl on a felt board. Next to board place felt cut-outs of clothing items such as heavy jackets for cold weather, sun suits for warm weather, rain coats for rainy weather. Suggest that child dress the figures for winter. Pose questions such as: "Why do the children have to wear their boots?" "When do you wear a heavy jacket?"	Cut out felt figures or flannel clothing items. Flannel board (see Gold section)

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YOUR COMMENTS	ADDITONAL ACTIVITIES AND/OR MATERIALS

OBJECTIVE #1 REASONING AND PROBLEM SOLVING -- Develops reasoning and problem solving skills.

EXPECTED PERFORMANCE	ACTIVITIES	MATERIALS
	Reasoning opportunities can be generated from articles brought for "Show and Tell". Use questions such as, "What would happen if ...?" "How many way ...?" "How are they alike?"	
b) Recognizes a problem exists and seeks out pertinent information. Asks questions.	Give child enough time to work on a problem (such as working on a puzzle). Verbal assistance is helpful (such as asking "Does the circle fit into the round space?").	Puzzles Magnets Pulleys Magnifying glass
	Answer the child's questions; ask leading questions; provide things for him to wonder about such as science equipment (magnets, pulleys, magnifying glasses) or objects from nature (leaves, pine cones, birds nests, sea shells, rocks).	Books What Makes a Shadow Clyde Bulla The Shadow Book B. DeRegniers
c) Generates several possible solutions and answers to problems by organizing and processing the information he receives.	Cut out 5 cardboard squares in 5 different sizes. Tape on low wall or board in order of size. After child has seen them have him close his eyes. Remove one square. Have child open his eyes, hand him the square and ask him to put it in the same place. Repeat with 2 squares, then with 3 squares, etc.	
	On a sunny day have children notice their shadows on the ground. Explain that a shadow is made on the ground when the body (or any solid object) gets between the sun and the ground. (Can also use a bright lamp in a semi-darkened room.) Play "Shadow Tag" as one game. Have partners sit facing each other and have one try to tag the other one's shadow with his shadow. Use a film-strip projector, overhead projector, or opaque projector to make silhouettes.	

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YOUR COMMENTS	ADDITONAL ACTIVITIES AND/OR MATERIALS

OBJECTIVE #1 REASONING AND PROBLEM SOLVING -- Develops reasoning and problem solving skills.

EXPECTED PERFORMANCE	ACTIVITIES	MATERIALS
d) Weighs the evidence and evaluates the explanations. Creates, selects and/or rejects solutions and comes up with a probable decision.	Assign a project to three or four children in which they have a responsibility of planning something together (such as constructing their own clubhouse). They can approach the problem by selecting the tools and lumber from the materials on hand. Then they can decide on how the work will be divided up; who will saw the wood; who will nail the boards together etc. Allow opportunities for trial and error activities so that the child can develop skill in figuring out a variety of possible solutions to a problem.	Woodworking equipment heavy table saw horse hammers saws screws drivers vise (use real tools)

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YOUR COMMENTS	ADDITONAL ACTIVITIES AND/OR MATERIALS

"How-To"

RECIPES

FINGER PAINT #1, #2

1. Mix tempera with prepared liquid starch

2. Whipped Ivory Flakes with water.

HINTS

Soap flakes added to tempera paint makes the paint easily washed from hands and clothing.

Liquid soap added to tempera paint prevents the paint from chipping and peeling when used on surfaces such as glass or metal.

SOAP BUBBLE MIXTURE

1/4 cup Lux Flakes
1 tsp. sugar
4 Tbsp. glycerin

Fill 1 quart jar with ingredients
Fill rest of jar with warm water.
Add 5 drops vegetable coloring.
Use tin cans, plastic straws, empty spools.

FINGER PAINT #3

2 cups cold water
1 cup wheat paste flour
(Paper hanger's flour may be purchased in hardware or paint store.)
Coloring (vegetable or tempera paint.)

Add flour gradually to water. Stir with spoon, or beat with egg beater. Should be thick, creamy consistency.

PLAYDOUGH

2 cups flour
1 cup salt
1 cup water
2 Tbsp. cooking oil
or
2 Tbsp. powdered alum

Add food coloring.

FINGER PAINT #4 (cooked)

1 1/4 cups starch
1 cup cold water
6 cups boiling water
1 cup soap flakes (rounded)
Vegetable coloring

Blend starch with the cold water Add boiling water and bring to boiling point. Remove from stove and add soap flakes. Beat to blend and add coloring.

If mixture is to be kept in closed jars, add a few drops of oil of cloves or peppermint to prevent spoiling.

PLAYDOUGH (cooked in order to be re-used. Not suitable for drying and painting.)

2 cups flour
1 cup salt
3 tsp. powdered alum
1 3/4 cups water
2 Tbsp. mineral oil

Mix together and cook in double boiler until it changes color. Store in closed containers.

Makes enough for about five children.

PASTE #1

1 cup flour
1 cup sugar
1 tsp. alum

Add 1 quart boiling water. Beat. Add few drops of wintergreen.

CLAY BOATS

1 oz. of clay (each child)
(Plasticine or Clay-cene)
Paper toweling
dishpans or other large containers
water
paper clips

Each childs task is to make the clay float. When he has a shape that floats, he puts paper clips in the "boat". He can count how many the boat will hold before it sinks. Then the child can go on to build a boat which will hold more. He may record the shape of his boat to compare with future designs.

PASTE #2

1 Tbsp. powdered alum
1 cup flour
1 1/2 pints boiling water

Add few drops oil of cloves. Mix flour and alum in cold water. Add boiling water. Cook two minutes. Add oil of cloves.

SUGAR CUBE STRUCTURES

Sugar cubes
Elmer's glue

Children can build many different structures by stacking and gluing sugar cubes together. The children experiment with the concepts of space, volume and area.

HOMEMADE POPSICLES

Put grape or orange juice in ice cube container. Place a wooden stick or tongue depressor in each cube. Freeze.

PASTE #3 (for paper pulp modeling -- thicker paste.)

4 - 6 Tbsp. flour
1 Tbsp. salt
1 cup water

Tear newspaper in small bits. Add water gradually to the paper. Let stand until most of it is absorbed by the paper. Stir in the flour mixture slowly.

MAGIC GARDEN

Lumps of coal or pieces of brick
dishes
salt
blueing
ammonia
Mercurochrome
food coloring

Have children put coal or brick in dish. Sprinkle with the following:

6 tablespoons salt
6 tablespoons blueing
6 tablespoons ammonia

Add Mercurachrome and food coloring. Add water whenever necessary to keep the bottom of the dish wet. Watch the garden grow and change daily.

RECIPES

BISCUITS

2 cups biscuit mix
1 cup cold water

Mix with fork to make a soft dough. Smooth dough into ball on floured tabletop or board. Knead 5 times. Roll with rolling pin or bottle until dough is 1/2 inch thick. Cut with floured cutter or small glass. Bake on ungreased sheet 8-10 minutes at 450°. Have them taste the dough before it is cooked, and then after it is cooked.

SOPAIPILLAS

2 eggs
1 cup milk
3/4 tsp. salt
1 tsp. baking powder
4 cups flour

Sift dry ingredients together. Beat eggs well. Add milk and stir in dry ingredients. Roll out as thin as possible. Cut. Fry in deep fat until golden brown. Cut into small squares.

INDIAN GREASE BREAD

4 cups flour
3 tsp. baking powder
1 tsp. salt
1 1/2 cups water

Stir flour, baking powder and salt into a bowl, gradually adding the water. If the dough is too moist, add more flour. Knead dough till it no longer sticks to hands. Place dough on a floured surface. Shape dough into round balls, then flatten balls. Punch holes in the center. Deep fry in a large skillet, half filled with liquid shortening. Fry them for about five minutes on each side. Serve hot or cold.

APPLESAUCE

3 large apples
3 Tbsp. water
1 tsp. cinnamon
3 Tbsp. sugar

Peel and cut up apples. Take out seeds. Put apples in pan. Add water and sugar; turn on heat. Stir and cook apples until mushy. Add cinnamon.

TORTILLAS

2 cups flour
1 pinch baking powder
1 tsp. salt
1 Tbs. fat
Warm water

Mix ingredients. Cut in fat (lard or Crisco). Add water to make a stiff dough (2/3 cup). Knead on lightly floured board. Make small balls. Give each child a small ball of the dough to pat thin or roll out. Bake on lightly greased griddle.

INDIAN PEMMICAN

5 cups dry meat
3 cups mashed cherries
1/4 cup shortening
1/4 cup sugar

Mix the dry meat, mashed cherries, and shortening together in a large bowl. Add the sugar to the mixture and serve.

EDIBLE SCULPTURE "COOKIES"

Dark Dough for 20

1/3 cup shortening
1 cup brown sugar
1 1/2 cup molasses
2/3 cup water

Combine and mix well.

6 - 7 cups flour
2 tsp. baking soda
1 tsp. salt
1 tsp. cinnamon
1/4 tsp. ginger

Sift together and add to the above.

Child handles and models like play dough. Bake at 375° until lightly browned. Thin pieces bake before heavy ones, so place them on different baking sheets. Tastes like gingerbread.

LEMON BARS

For crust, blend

2 cups sifted flour
1/2 cup powdered sugar
1 cup oleo or part butter

Blend until mixture begins to adhere. Then press into 12x18 Jelly roll pan or 9x13 cake pan. Bake 20 minutes, or, until light brown at 350°.

For top, mix

4 beaten eggs
2 cups sugar
1/3 cup lemon juice

Sift and add

1/4 cup flour
1/2 tsp. baking powder

Bake 20 minutes at 350o, and sprinkle with powdered sugar.

EDIBLE SCULPTURE "COOKIES"

Light dough for 10

1/3 cup shortening
1/3 cup sugar
1 egg
2/3 cup honey
1 tsp. lemon flavoring

Combine and mix well.

3 cups flour
1 tsp. baking soda
1 tsp. salt

Sift together and add to the above

Makes a dough child can handle like play dough. Bake thin pieces separately from thick ones at 350° until lightly browned.

SONGS

CLAP YOUR HANDS (to the tune of Row, row, row your boat)

Clap, clap, clap your hands,
Clap your hands like this.
Come on in and join the game,
Clap your hands like this.

Tap, tap, tap your toes....

Swing, swing, swing your arms...

Reach, reach, reach up high...

Turn, turn, turn around....

I'LL PUT MY FEET ON THE FLOOR

I'll put my feet on the floor
And sit as straight as can be
I'll stand up by my chair
And stretch as tall as can be
I'll stoop way down to the floor
And be as small as can be
I'll sit back down in my chair
And be as still as can be.

RUB-A-DUB-DUB

Rub-a-dub-dub
Three men in a tub
And who do you think they
can be?
The butcher, the baker,
The candlestick maker,
They all went off to sea.

WAKE UP IN THE MORNING

When the cows wake up in the
morning, (Repeat twice more)
What do you think they say?
Moo-Moo.

When the pigs wake up in the
morning (Repeat twice more)
What do you think they say?
Oink--Oink.

Ducks -- Quack--Quack
Birds - Tweet--Tweet
Rooster -- Cocka-doodle-doo

HOKEY-POKEY

You put your right hand in (the circle)
You put your right hand out
You put your right hand in
And shake it all about
You do the Hokey-Pokey (wiggle)
And you turn yourself around
That's what it's all about.

Put your left hand.....
Put your right foot...
Put your left foot.....
Etc.

MY HEAD, MY SHOULDERS (Sing to the tune of Mulberry Bush)

My head, my shoulders, my knees,
my feet (Repeat twice more)
And all clap hands together.

My feet, my knees, my shoulders,
my head, (Repeat twice more)
And all turn around together.

LOOBY-LOO

Here we dance Looby Loo,
Here we dance Looby Light,
Here we dance Looby Loo,
All on a Saturday Night.
I put my right hand in,
I take my right hand out,
I give my right hand a shake,
shake, shake
And turn myself about, Oh - (repeat)

Formation: Single circle facing center.

Action: (1) Join hands and skip left.
(2) Put right hand in.
(3) Right hand out.
(4) Shake hand.
(5) Turn one round.

Repeat action 1 with the additional verses and pantomime the other figures using left hand, right foot, left foot, head way in and whole self.

SING A SONG OF SIXPENCE

Sing a song of Sixpence,
A pocket full of rye,
Four and twenty blackbirds
Baked in a pie.
When the pie was opened
the birds began to sing
Wasn't that a dainty dish
to set before the King?

The king was in the counting house,
Counting out his money
The queen was in the parlor
eating bread and honey.
The maid was in the garden
hanging out the clothes
Along came a blackbird
And snipped off her nose!

Formation: A single circle facing center.

Action: (1) Circle left in step with the music, singing the first verse.
(2) Pantomime the second verse.
a-the king counting money.
b-the queen eating bread and honey.
c-the maid hanging out her clothes,
d-the blackbird snipping of her nose.

OATS, PEAS, BEANS AND BARLEY GROW

Oats, peas, beans and barley grow,
Oats, peas, beans and barley grow,
Do you or I or anyone know
How oats, peas, beans and barley grow?

First the farmer sows his seed,
Than he stands and takes his ease,
Stamps his foot and claps his hands,
And turns around to view the land.

Waiting for a partner,
Waiting for a partner,
Break the ring and choose one in,
While all the others dance and sing.

Formation: Single circle, hands joined one player in center as farmer.

Action: (1) Circle to left, walking.
(2) All stand and go through the gestures indicated by the words.
(3) Circle to the left walking while farmer chooses partner.
(4) Circle skips to left, while farmer and partner skip to right.
The partner so chosen becomes farmer when the game is repeated, the original farmer retiring to the circle.

MARCH FIGURES

Formation: The leader stands near the head of the hall or that end nearest the music, and midway between the two corners. Boys line up on the side of the hall to the leader's left; girls on the right side of the hall. Lines face the head of the hall.

A variation may be made in figure 1 when the two double lines meet at the foot of the hall. The one on the leader's right may hold hands up, making arches for the other line to pass under, both lines continuing the march. When the two lines meet at the head of the hall, the line that passed under now makes arches for the other to pass under.

To form into circles or to "wind-up" when there are four, eight or 16 abreast, the lines join hands and and the person to the leader's left on the end of the front line turns and leads the front line back of the second line and between all of the succeding lines. The last boy on the end of the moving line joins hands with the girl on the end of the line behind his when he passes. When the entire group is in motion, the leader may circle to the center forming small circles, or assume any desired formation for other games.

Action: (1) While the boys march single file across behind the leader and outside the line of girls, the girls march single file across in front of the leader and inside the line of boys. When the lines meet at the foot of the hall they come up the center in twos.

(2) When the couples reach the head of the hall again the first turns to the right, the second to the left, etc. When these two double lines meet at the foot of the hall, they come up the center four abreast.

(3) At the head of the hall again, the first four turn to the right, the second to the left, etc., coming up the center in lines of eight.

This may be continued with 16 or 32 abreast, depending on the size of the group and the space.

INSTRUMENTS

SOUND BOXES

2 paper plates
  stapled together
  with dried beans
  in between. Decorate.

Cartons -- cottage cheese,
  ice cream, yogurt
Boxes -- plastic, heavy
  cardboard, wooden

Place in each, materials
giving different sounds.
Macaroni, paper clips, rice,
pebbles, small shells, tiny
bells. Seal boxes and cartons
so child cannot empty contents.

RINGING SOUNDS

Bells
Glasses of different sizes
filled with varying amounts
of water.
Nails of different lengths
suspended on strings.
Metal pipe of different lengths
suspended on string.

DRUMS

Coffee cans -- 1 lb., 2 lb.,
  3 lb. sizes
Inner tube rubber
Heavy cord
  Cover open ends with pieces
  of the rubber. Lace together
  with heavy cord.

Round cardboard cereal boxes.
  Cover with plastic or strong
  pieces of cloth. Shellac
  cloth so it will make resonant
  tones.

TAMBOURINES

Round cereal boxes
Sewing hoops
  Attach bells or bottle caps
  to these boxes or hoops.

DRUM STICKS

Smooth sticks
Dowels
  Cover with cork, empty spools, etc.

SAND NOISE-MAKERS

Two wood blocks
Sandpaper
  Staple sandpaper to them.

RATTLES OR BANGERS

Salt boxes
Beer cans
Gourds
  Partly fill any of these
  with beans or pebles.

CYMBALS

Pot lids (without handles)

FINGER PLAYS

THIS IS THE CIRCLE

This is the circle,
This is my head,
This is my mouth with which
Words are said.

These are my eyes
With which I see
This is my nose
That is part of me.

HANDS AND SHOULDERS

Hands and shoulders,
Knees and toes.
Hands and shoulders,
Knees and toes.
Hands and shoulders,
Knees and toes.

We'll all clap hands together.
(Repeat first 3 lines)
We'll all jump up together.
(Repeat first 3 lines)
We'll all sit down together.
(Repeat first 3 lines)

WE LOVE THEM ALL

This is the mother,
This is the father,
This is the brother tall.

This is the sister,
This is the baby
We love them all.

FIVE LITTLE CHICKADEES

Five little chickadees sitting by
the door (five fingers)
One flew away and then there were
four.
Four little chickadees sitting in a
tree (four fingers) One flew away....
Three little chickadees sitting just
like you (three fingers) One flew away...
Two little chickadees having lots of
fun (two fingers) One flew away....
One little chickadee sitting all alone,
He flew away and then there were none.
(no fingers)

STORIES

"Ouch!" said the Pencil, as mad as could be,
"Some little school child is chewing on me!"

"I often am dirty! I fall on the floor!
I'm probably covered with germs, and what's more--
I'm not for eating; I'm filled up with lead
From my red wooden coat to my black sharpened head!"

"You-all," said the Pencil, (He came from the South),
"Should never put me inside of your mouth!"

"Your teeth are for chewing (That's easy to see)
But use them at mealtime and not on poor me!"

PROJECTS

EARTHWORMS

The children can dig up earthworms from the school garden or collect them from the ground surface after a heavy rain. Earthworms are interesting and valuable to keep in the classroom. If need be, they also serve as winter food for frogs, toads, snakes and turtles in the classroom. Moisten some dark soil (Loam or leaf mold) and some light-colored soil (sand). Make three layers of soil in each jar (two wide-mouth pickle or mayonnaise jars) with light, dark, light layers (or vica versa). Put the earthworms on top of the soil of one jar. Wrap the jar with a sheet of dark or black paper which should act to lure the worms to tunnel at the periphery of the jar where they can be seen, rather than to bury themselves in the center. In a few days you should begin to see dark tunnels through the sand layer until eventually the soil in the jar is quite thoroughly mixed.

Compare the mixing with that of the jar without worms. Earthworms, by bringing up subsoil and taking down topsoil, contribute inestimably to soil fertility and hence to human welfare. Watch the soil pass through earthworms as they tunnel through it. They have no teeth, but a remarkable gizzard which grinds and pulberizes the soil they take into their systems. Observe how they pull bits of leaves into their mouths with their upper lips. Where tunnels against the glass permit watching the earthworm in its hole, note how it holds onto the top of the hole with the tip of its tail and moves in a circle searching for food. When not observing the earthworms, be sure to replace the black covering around the jar.

Soon you will notice worm castings of digested pulverized soil on top of the soil in your jar.

At commercial worm farms, worms are fed a succulent soft diet of olive pits and walnut shells. Anglers feed them a mixture of coffee grounds and cornmeal, in small doses.

GROUP ACTIVITIES FOR BEGINNERS

BUTTERFLIES

Children fly around, using arms like wings, sipping sweet nectar from the flowers. Those who are really good butterflies go very softly and make no noise "just like real butterflies."

LITTLE CHARLIE CHIPMUNK

Little Charlie Chipmunk was
a talker. Mercy me!
He chattered after breakfast
and he chattered after tea!
He chattered to his father and
he chattered to his mother!
He chattered to his sister and
he chattered to his brother!
He chattered till his family was
almost driven wild!
Oh, little Charlie Chipmunk was
a very tiresome child.

ROUND WE GO

Children are holding hands forming a circle guided by the leader who says:

Round we go, round we go,
All the children doing so;
Round we go, round we go,
All the children doing so.

This is repeated as the whole group reverses and goes in the opposite direction:
Children and the leader stoop as she says:

Down we go, down we go
All the children doing so;
Down we go, down we go,
All the children doing so.

Children quickly rise with a decided jump as they say:

Up we go, up we go,
All the children doing so;
Up we go, up we go,
All the children doing so.

Children and leader approach center as they say:

In we go, in we go,
All the children doing so;
In we go, in we go,
All the children doing so.

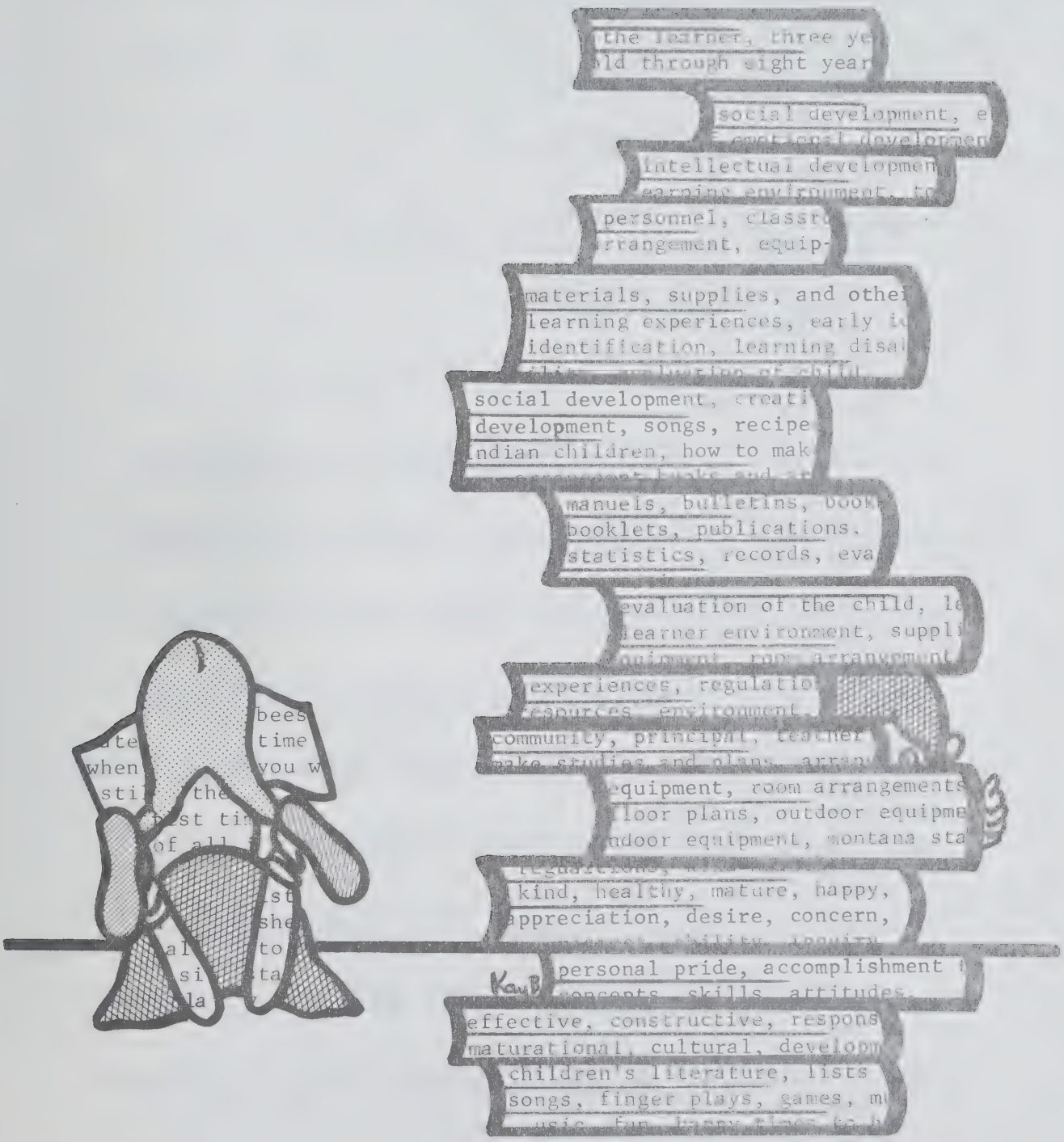
SPRING HAS COME

"Wake up," said the little raindrops,
(Raindrops rise quickly from chairs)
"Wake up," said the sunbeams, too.
(Sunbeams rise quickly)
"Spring has come," sang a bird;
(Birds rise & flutter wings)
Then the little flowers heard,
(Flowers rise slowly)
So they all woke up and grew.
(Divide into 4 groups - above raindrops, etc.)

COLOR ON COLOR

Three or five children close their eyes while another child picks a large colored crayon from the box. He shows it to the group (but not to the people whose eyes are supposed to be closed) and then places it somewhere in the room in a fairly conspicuous spot, on a color similar to the crayon. Then he returns to the group, the others open their eyes, and go in search of the crayon. If they see it, they come back to the group and announce "color on color; blue matches blue" or whatever the the original crayon color may have been. The last one to spy the crayon returns the crayon to the box and the game starts again.

Children's Literature



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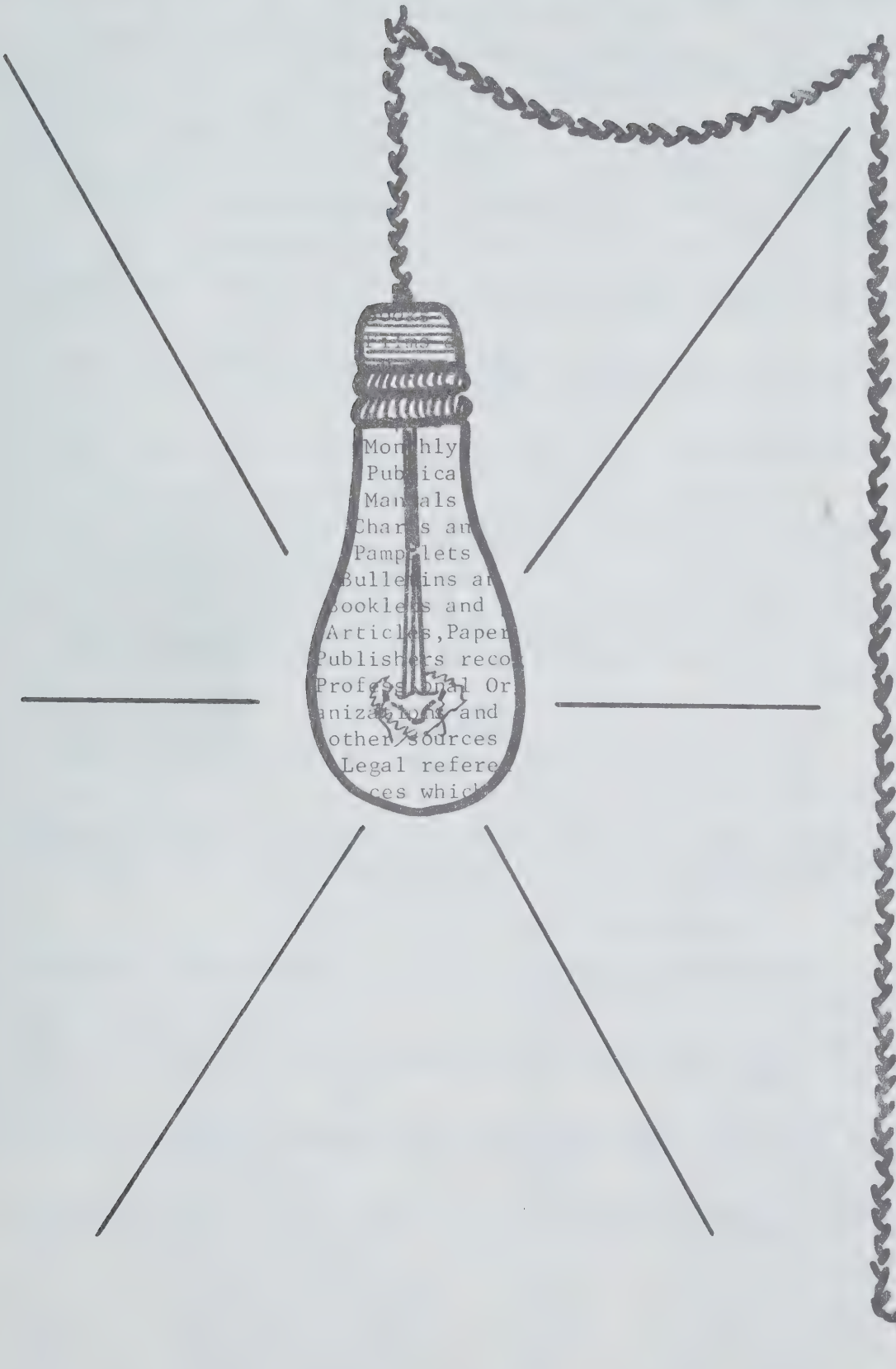

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Order no.	Name of Film	Order no.	Name of Film
7903	Dragon Stew	7295	Three Little Pigs
7296	The Ugly Duckling	6609	Color For Beginners
6884	Growing Up Safely	6610	What Does Our Flag Mean?
7539	One Turkey, Two Turkey	6653	Insects and their Homes
7545	Thinking, Moving, Learning	6880	Cautious Twins
5286	Forest Babies	7252	Meeting Strangers; Red Light, Green Light
5429	A Badger's Bad Day		
6804	Chipmunk and His Bird Friends	7024	Magic Of Reading
6655	Animal Babies Grow Up	7025	Noisy Nancy Norris
6657	Zoo Animals in Rhyme	7538	A Wheel is Round
7191	Farm Animals in Rhyme	7297	The Tortoise and the Hare
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Ralston Park, Belmont, California 94002. Montana representative: Michael R. Banning, 191 South 16th Place, Pocatello, Idaho 83201.

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161 Sixth Avenue, New York, N.Y. 10013.

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488 Madison Avenue, New York, New York 10022. National Sales Manager: Ray A. Brown.

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Grosset & Dunlap, Inc.
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*Laidlaw Brothers
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Thatcher and Madison, River Forest, Illinois 60305. Montana representative: Robert F. Mulick, Jr., 3407 Tucker Road, Boise, Idaho 83703.

*Lippincott Company, J.B.
East Washington Square, Philadelphia, Pennsylvania 19105. Montana representative: William K. Chapman, 2721 Timber Court S.E., Olympia, Washington 98503.

Macmillan Publishing Co., Inc.
23 Orinda Way, Orinda, California 94563. Montana representative: Kendall M. Tilton, 3211 Mission Beach Drive, Marysville, Washington 98270. (206) 659-1165.

McCormick-Mathers Publishing Company
450 West 33rd St., New York, N.Y. 10001

McGraw-Hill Book Company
Gregg Division and Webster Division, 8171 Redwood Highway, Novato, California 94947. Montana representative: Murdo Campbell, P.O. Box 1477, Great Falls, Montana 59403.

*Merrill Publishing Company, Charles E.
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Open Court Publishing Company
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Palmer Method of Handwriting
1720 West Irving Road, Schaumburg, Illinois 60172.

*Prentice-Hall, Inc.
Educational Book Division, 570 Price Avenue, Redwood City, California 94063. Montana representative: David C. Sund, 29416 33rd South, Auburn,Washington 98002.

Rand McNally & Company
Box 7600, Chicago, Illinois 60680. Western Regional Manager: Jack A. Stephens, 206 Sansome Street, San Francisco, California 94104.

*Random House, Inc./Educational Division
457 Hahn Rd., Westminster, Maryland 21157.

*Scholastic Magazines and Book Services
Regional Office: Attention -- Gordon Studebaker, Box 430, Pleasanton, California 94566. Montana representative: Keith Radley, Route 1, Box 171, Spokane, Washington 99204.

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*Scott, Foresman and Company
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Zaner-Bloser, Inc.
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Washington, D.C. 20016

The Booklist
American Library Association
50 East Huron Street
Chicago, Illinois 60611

Child Study Association of America
9 East 89th Street
New York, New York 10028

Children's Bureau
U.S. Department of Labor
Washington, D.C. 20210

Children's Television Workshop
National Educational Television
1865 Broadway
New York, New York 10023

Department of Elementary-Kindergarten-Nursery Education
National Education Association
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MONTANA AGENCIES

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Office of Superintendent of Public Instruction
State Capitol
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Helena, Montana 59601

FOR COMMUNITY COORDINATED CHILD CARE (4-C) INFORMATION:

Director
Community Coordinated Child Care
Department of Social Rehabilitation Services
P.O. Box 1723
Helena, Montana 59601

FOR LICENSING OF EARLY CHILDHOOD CENTERS AND DAY CARE INFORMATION:

Director
Community Coordinated Child Care
Department of Social Rehabilitation Services
P.O. Box 1723
Helena, Montana 59601

FOR HEALTH INFORMATION, BUILDING REGULATIONS AND NUTRITION INFORMATION:

Department of Health and
Bureau of Environmental Services
Cogswell Building
Helena, Montana 59601

FOR HEAD START INFORMATION:

State Economic Opportunity Office
1230 Eleventh Ave.
Helena, Montana 59601

75-6902. DEFINITION AND CALCULATION OF AVERAGE NUMBER BELONGING (ANB).

The term "average number belonging" or "ANB" shall mean the average number of regularly enrolled, full-time pupils attending the public schools of a district. Average number belonging shall be computed by determining the total of the aggregate days of attendance by regularly enrolled, full-time pupils during the current school fiscal year plus the aggregate days of absence by regularly enrolled, full-time pupils during the current school fiscal year, and by dividing such total by one hundred eighty (180). Attendance for a part of a morning session or a part of an afternoon session by a pupil shall be counted as attendance for one-half (½) day. In calculating the ANB for pupils enrolled in a program established under section 75-7507 prior to January 1, 1974, or pursuant to section 75-7507 (1), attendance at, or absence from, a regular session of the program for at least two hours of either a morning or an afternoon session will be counted as one-half (½) of a day attended or absent as the case may be. When any pupil has been absent, with or without excuse, for more than ten (10) consecutive school days, including pupil instruction related days, his absence after the tenth (10th) day of absence shall not be included in the aggregate days of absence and his enrollment in the school shall not be considered in the calculation of the average number belonging until he resumes attendance at school.

The average number belonging of the regularly enrolled, full-time pupils for the public schools of a district shall be calculated, individually, for each school except that when:

(1) more than one school of a district, other than a junior high school in an elementary district which has been approved and accredited as a junior high school, is located within the incorporated limits of a city or town, the average number belonging of such schools shall be based on the aggregate of all the regularly enrolled, full-time pupils attending such schools located within the incorporated limits of a city or town;

(2) a junior high school which has been approved and accredited as a junior high school is located within the incorporated limits of a city or town in which a high school is located, all of the regularly enrolled, full-time pupils of the junior high school shall be considered as high school district pupils for the purposes of calculating the average number belonging of the high schools located within the incorporated limits of such city or town; or

(3) a school has not been accredited by the board of education, the regularly enrolled, full-time pupils attending the non-accredited school shall not be eligible for average number belonging calculation purposes, nor will an average number belonging for the non-accredited school be used in determining the foundation program for such district.

Regularly enrolled, full-time pupils who have reached the age of six (6) years and who are attending a kindergarten program of an elementary district established under the provisions of section 75-7507 may be included in the calculation of the average number belonging of each school conducting a kindergarten program.

75-6903. CIRCUMSTANCES UNDER WHICH THE REGULAR AVERAGE NUMBER BELONGING MAY BE INCREASED. The average number belonging to a school for a given school fiscal year, calculated in accordance with the ANB formula prescribed in section 75-6902, may be increased when:

(1) the opening of a new elementary school or the reopening of an elementary school has been approved in accordance with section 75-6602. The average number belonging for such school shall be established by the county superintendent and approved, disapproved or adjusted by the superintendent of public instruction;

(2) the opening or reopening of a high school or a branch of the county high school has been approved in accordance with sections 75-6603, 75-6604 or 75-6605. The average number belonging for such high school shall be established by the county superintendent's estimate, after an investigation of the probable number of pupils that will attend such high school;

(3) a district anticipates an increase in the average number belonging due to the closing of any private or public school in the district or a neighboring district. The estimated increase in average number belonging shall be established by the trustees and the county superintendent and approved, disapproved, or adjusted by the superintendent of public instruction no later than the fourth Monday in June;

(4) the district is conducting, or will conduct during the ensuing school fiscal year, a special education class or program. The authorized increase in the average number belonging is prescribed by section 75-7813 and shall be available only when the operation of such special education class or program has been approved by the superintendent of public instruction in accordance with the special education law. In order to obtain the benefit of this increased average number belonging, a school shall not include the pupils attending a full-time special education class or program in the regular calculation of the average number belonging; or

(5) a district anticipates an unusual enrollment increase in the ensuing school fiscal year. The increase in average number belonging shall be based on estimates of increased enrollment approved by the superintendent of public instruction and shall be computed in the manner prescribed by section 75-6904.

(6) For the initial year of operation of a program established under section 75-7507 (1), the ANB to be used for budget purposes is the same as one-half (½) the number of five (5) year old children

residing in the district as of October 1 of the preceding school year, either as shown on the official school census, or as determined by some other procedure approved by the superintendent of public instruction.

75-7403. SCHOOL DAY AND WEEK. A school day of pupil instruction shall be at least two (2) hours for kindergartens and all other preschool programs, at least four (4) hours for grades one (1) through three (3), and at least six (6) hours for grades four (4) through twelve (12). The number of hours in any one school day for grades four (4) through twelve (12) may be reduced by one (1) hour if the total number of hours in the school week is not less than thirty (30) hours. The number of hours in a school week may be reduced, in an emergency, with the approval of the board of education.

75-7507. FIVE-YEAR-OLD SCHOOLING AND PRESCHOOL PROGRAMS.

(1) The trustees of an elementary district may establish a program capable of accommodating, at a minimum, all the children in the district who will be five (5) years old on or before the first grade enrollment closing date established by the district trustees for the school year for which the program is to be conducted. The program shall be an integral part of the elementary school and shall be financed and governed accordingly, provided that to be eligible for inclusion in the calculation of ANB pursuant to section 75-6902, a child must have reached the age of five (5) on or before the first grade enrollment closing date established by the district trustees for the school year covered by the calculation.

(2) The trustees of an elementary school district may establish and operate a free preschool program for children between the ages of three (3) and five (5) years. When such preschool programs are established, they shall be an integral part of the elementary school and shall be governed accordingly. Financing of preschool programs shall not be supported by moneys available from state equalization aid.

MONTANA PUBLIC SCHOOL DISTRICTS

OPERATING KINDERGARTENS 1973 -- 1974

COUNTY	SCHOOL DISTRICT	SCHOOL	NUMBER OF STUDENTS	TOTAL IN DISTRICT
Beaverhead	Dillon -- 10	Mary Innes		97
*Big Horn	Pryor -- 2	Pryor		17
Big Horn	Hardin -- 17H	Hardin Primary	74	
*Big Horn	Crow Agency -- 17H	Crow Agency	28	
*Big Horn	Fort Smith -- 17H	Fort Smith	8	110
*Big Horn	Lodge Grass -- 27	Lodge Grass Elem.		39
*Big Horn	Wyola -- 29	Wyola		11
Blaine	Chinook -- 10	Meadowlark		30
*Blaine	Harlem -- 12	Harlem Elem.		48
Blaine	Chinook -- 14	Cleveland		2
*Blaine	Hays -- 50	Hays	13	
Blaine	Dodson -- 50	Lodge Pole	6	19
Carbon	Red Lodge -- 1	Roosevelt		23
Carbon	Bridger -- 2	Bridger Elem.		18
Carbon	Edgar -- 33	Edgar Elem.		3
Carter	Hammond -- 1	Hammond		1
Carter	Ekalaka -- 15	Ekalaka Elem.		16
Cascade	Great Falls -- 1	Emerson	43	
Cascade	Great Falls -- 1	Franklin	49	
Cascade	Great Falls -- 1	Lewis & Clark	80	
Cascade	Great Falls -- 1	Lincoln	54	
Cascade	Great Falls -- 1	Longfellow	70	
Cascade	Great Falls -- 1	Lowell	38	
Cascade	Great Falls -- 1	McKinley	34	

MONTANA PUBLIC SCHOOL DISTRICTS

OPERATING KINDERGARTENS 1973 -- 1974

COUNTY	SCHOOL DISTRICT	SCHOOL	NUMBER OF STUDENTS	TOTAL IN DISTRICT
Cascade	Great Falls -- 1	Meadowlark	71	
Cascade	Great Falls -- 1	Morningside	45	
Cascade	Great Falls -- 1	Riverview	49	
Cascade	Great Falls -- 1	Roosevelt	55	
Cascade	Great Falls -- 1	Russell	29	
Cascade	Great Falls -- 1	Sunnyside	57	
Cascade	Great Falls -- 1	Valley View	52	
Cascade	Great Falls -- 1	Whittier	48	
Cascade	Great Falls -- 1	Collins	18	
Cascade	Great Falls -- 1	Loy	121	
Cascade	Great Falls -- 1	Chief Joseph	61	
Cascade	Great Falls -- 1	Sacjawea	42	
Cascade	Great Falls -- 1	Skyline	48	
Cascade	Great Falls -- 1	Mountain View	43	1107
Cascade	Vaughn -- 74	Vaughn		17
Chouteau	Fort Benton -- 1	Fort Benton Elem.		28
Chouteau	Loma -- 7	Loma		2
Chouteau	Carter -- 56	Carter		4
Chouteau	Floweree -- 99	Benton Lake		1
Fallon	Baker -- 12	Lincoln	39	
Fallon	Baker -- 12	Washington	19	58
Fergus	Lewistown -- 1	Highland Park	57	
Fergus	Lewistown -- 1	Lewis & Clark	48	105
Fergus	Lewistown -- 18	Cottonwood		1

MONTANA PUBLIC SCHOOL DISTRICTS

OPERATING KINDERGARTENS 1973 -- 1974

COUNTY	SCHOOL DISTRICT	SCHOOL	NUMBER OF STUDENTS	TOTAL IN DISTRICT
Gallatin	Logan -- 1	Logan		6
Gallatin	Manhattan -- 3	Manhattan Elem.		20
Gallatin	Bozeman -- 7	Emerson	102	
Gallatin	Bozeman -- 7	Hawthorne	48	
Gallatin	Bozeman -- 7	Irving	69	
Gallatin	Bozeman -- 7	Longfellow	60	
Gallatin	Bozeman -- 7	Whittier	49	328
Gallatin	Bozeman -- 22	Cottonwood		5
Gallatin	Three Forks -- 24-24	Three Forks Elem.		18
Gallatin	Bozeman -- 47	Malmborg		1
Gallatin	Manhattan -- 75	Amsterdam		4
Garfield	Jordan -- 56	Flat Creek		1
*Glacier	Babb -- 9	Babb	9	
*Glacier	Browning -- 9	K.W. Bergan	90	
*Glacier	Browning -- 9	Starr	11	110
Glacier	Cut Bank -- 15	South Side		62
*Hill	Box Elder -- 13	Box Elder Elem.		13
Hill	Rudyard -- 26	Rudyard Elem.		11
Jefferson	Boulder -- 7	Boulder Elem.		16
*Lake	Arlee -- 8	Arlee Elem.		28
*Lake	Elmo -- 22	Elmo		7
*Lake	St. Ignatius -- 28	St. Ignatius Elem.		46
Lake	Ronan -- 30	Ronan Elem.		75
Lake	Charlo -- 7	Charlo Elem.		15

MONTANA PUBLIC SCHOOL DISTRICTS

OPERATING KINDERGARTENS 1973 -- 1974

COUNTY	SCHOOL DISTRICT	SCHOOL	NUMBER OF STUDENTS	TOTAL IN DISTRICT
Lewis & Clark,	East Helena -- 9	Main Street		50
Meagher	White Sulphur Springs -- 8	White Sulphur Springs Elem.		26
Meagher	Martinsdale -- 17	East Copper School		1
Park	Livingston -- 4	East Side	43	
Park	Livingston -- 4	Washington	26	
Park	Livingston -- 4	B.A. Winans	46	115
Park	Gardiner -- 7	Gardiner Elem.		8
Phillips	Zortman -- 5	Zortman	1	
Phillips	Dodson -- 5	Beaver Creek	1	2
*Pondera	Heart Butte -- 1	Heart Butte		14
Pondera	Conrad -- 10	Meadowlark Primary		72
Powder River	Broadus -- 79J	Broadus Elem.		16
Powell	Deer Lodge -- 1	O.D. Speer		72
Roosevelt	Poplar -- 9	Poplar Elem.		52
*Roosevelt	Brockton -- 55	Barbara Gilligan		18
Rosebud	Forsyth -- 4	Forsyth Elem.		26
*Rosebud	Lame Deer -- 6	Lame Deer		45
*Sanders	Hot Springs -- 14J	Hot Springs Elem.		19
Sheridan	Plentywood -- 20	Plentywood Elem.		42
Silver Bow	Butte -- 1	Longfellow	65	
Silver Bow	Butte -- 1	Sherman	201	
Silver Bow	Butte -- 1	Grant	570	836
Teton	Choteau -- 1	Choteau Elem.		30

MONTANA PUBLIC SCHOOL DISTRICTS

OPERATING KINDERGARTENS 1973 -- 1974

COUNTY	SCHOOL DISTRICT	SCHOOL	NUMBER OF STUDENTS	TOTAL IN DISTRICT
Teton	Fairfield -- 21	Fairfield Elem.		19
Toole	Sunburst -- 3	O'Loughlin		1
Toole	Shelby -- 14	Meadowlark	24	
Toole	Shelby -- 14	Bitterroot	24	48
*Valley	Frazer -- 2	Frazer Elem.		12
Valley	Fort Peck -- 21	Fort Peck Elem.		14
Wibaux	Wibaux -- 6	Wibaux Elem.		12
		TOTAL NUMBER OF STUDENTS IN DISTRICTS		4073

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